

PERIODICALS R. 16

CATHOLIC SCHOOL

Journal

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The Motu Proprio—

A Golden Jubilee

Sister Cecilia, S.C., M.A.

Articulation of the Secondary School and College

Brother Henry Ringkamp, S.M.

American Public Schools in Catholic Focus

Rev. R. J. Bishop, S.J.

A High School Confraternity Unit

Staff of the National Center

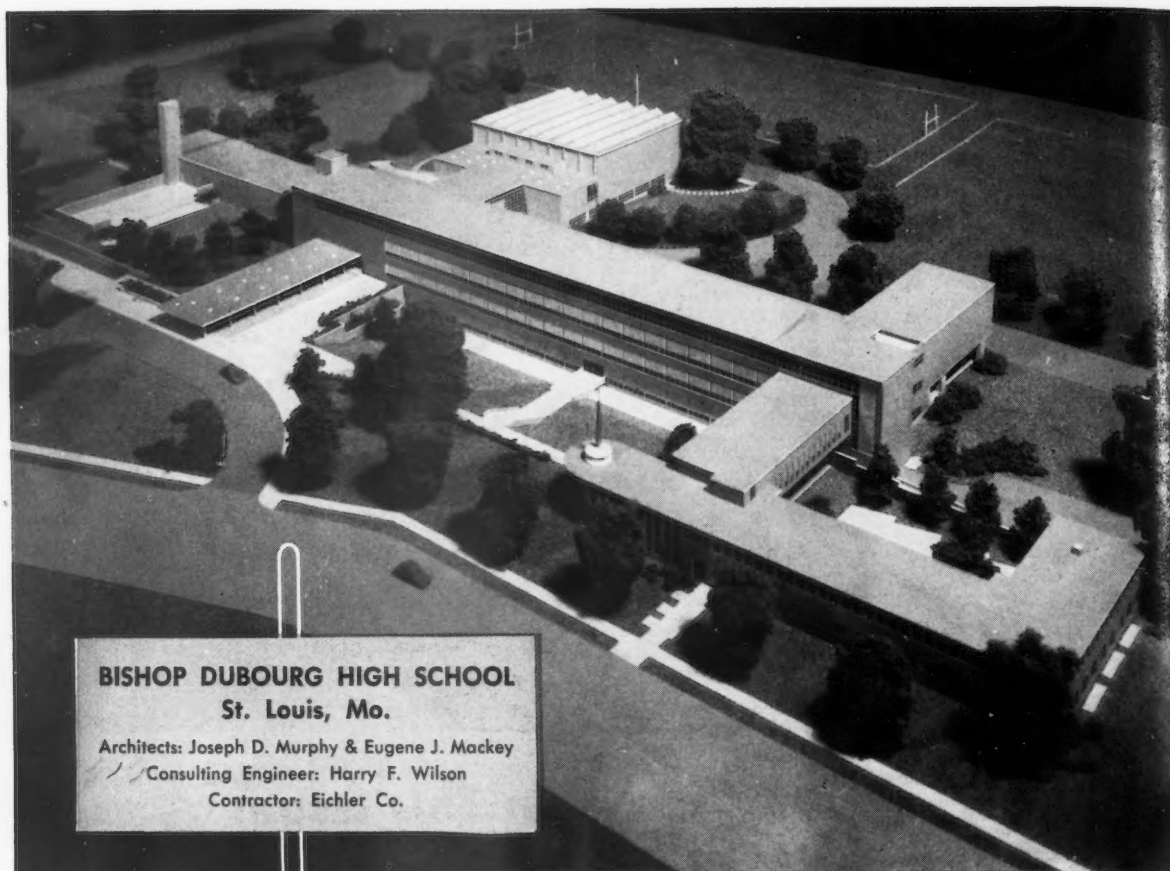
Using the Unit Method

Sister M. Coronata, R.S.M.

Science and Today's Youth

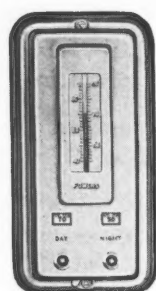
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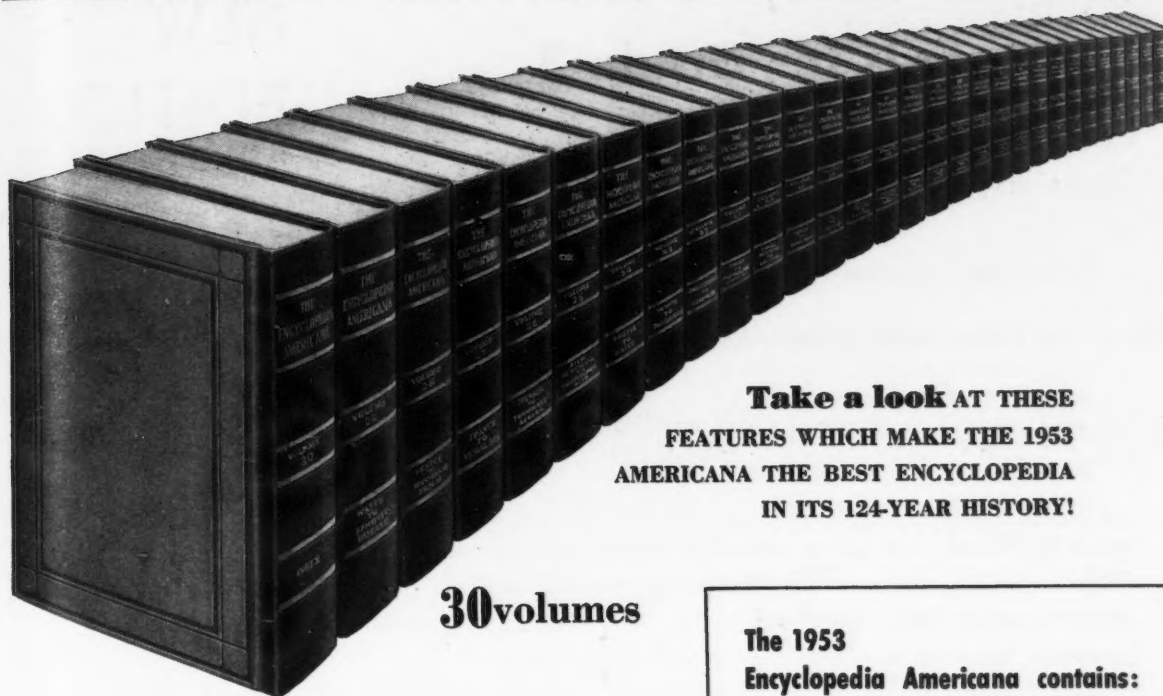
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The CATHOLIC SCHOOL JOURNAL

Contents for

Volume 53

Number 4

April, 1953

TWO GOLDEN JUBILEES

THE "MOTU PROPRIO"

On November 22, 1903, Blessed Pius X issued his well-known document aimed at restoring proper church music. Sister Cecilia, S.C., who knows her subject well, in her article on page 106, reviews the remarkable accomplishments of the *Motu Proprio*.

In recognition of the fiftieth anniversary of the *Motu Proprio* the editors of your JOURNAL endeavor to give you some authoritative articles on the teaching of church music in the schools. We hope, with the co-operation of such musical educators as Sister Cecilia, to make our effort a helpful contribution to the cause of good music in the smallest parish.

THE N.C.E.A.

For several months we have been announcing the golden jubilee convention of the National Catholic Educational Association which will meet at Atlantic City, N. J., in Easter Week, April 7-10. To Monsignor Hochwalt and his fellow officers, our best wishes for a very successful jubilee convention. The representatives of the CATHOLIC SCHOOL JOURNAL anticipate the pleasure of meeting many of our readers and contributors at the big gathering.

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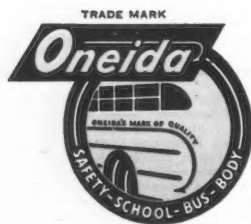
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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.*

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Coronet Films, 65 East South Water Street, Chicago 1, Ill., has announced the release of the following films:

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Primary

Ancient Mesopotamia

1 reel, sound, color or B & W. The contributions of the Sumerians, Semites, Babylonians, and Assyrians, who occupied the Tigris-Euphrates Valley, are depicted against authentic locales that include Babylon, Ur, and Nineveh. These people were first to use the arch and the wheel. They developed a code of laws, a system of writing, and military science—all of which have become a part of Western civilization.

POPULAR SCIENCE FILMS

Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York 10, N. Y., has prepared a color filmstrip series on *Arc Welding*.

The intent of *Arc Welding* is to provide essential teaching material for effective acquisition of modern arc welding methods. The three filmstrips trace development of arc welding, its place and importance in modern industry, step-by-step techniques of each op-

eration, facts about adjustment, care and selection of tools and material.

The makers believe that the nature of the subject almost demands visual instruction, and therefore, many students in vocational-educational, industrial and apprenticeship training classes in junior and senior high schools and adult classes will find them the most valuable adjunct to their progress they've ever used.

A comprehensive frame-by-frame coverage of the three filmstrips is provided in a fully illustrated Teaching Guide available at no extra cost. This guide offers suggestions on planning and carrying out lessons plus excellent suggestions for reviewing each session. Another "no-extra-charge" item in this unit is a hard-cover, file-type box container that will protect filmstrips through years and years of classroom use.

Poultry Management

The six titles of *Poultry Management* do a great job of indicating the wide scope of its coverage: "Starting a Poultry Enterprise," "Brooding Chicks," "Rearing Young Stock," "Feeding and Management for Egg Production," "Producing Top Quality Eggs," and "Poultry Culling and Selection."

Included, at no extra cost, with this six-title filmstrip series is a fully illustrated 36-page Teaching Guide. This excellent guide is not only ideal for planning and conducting lessons but gives suggestions for reviewing each and every session. Of course, a hard-cover, file-type box container is also included at no extra cost to give *Poultry Management* filmstrips years of extra protection.

Pioneer Heroes

Another color filmstrip series extolling the glories of American history has been made available.

Intended for use with nine-, ten-, and eleven-year-old pupils, *Pioneer Heroes* offers youngsters new and lasting insight into the lives of Western heroes. They also learn important lessons of kindness, tolerance, and responsibility in section covering life in the modern West. Diverse educational values of new series enables educators to use it with equal benefit in teaching American history, social studies, and kindred subjects.

The six titles making up this exciting series are: "The West from A to Z," "Kit Carson," "Bill Clark," "Jim Bridger," "Davy Crockett," and "Dogie Boy." All 269 frames were prepared from original artwork and photographs. Not content to rest on natural interest inherent in this exciting subject, the makers have packed a world of fact into series: a trapper's life, hostile and friendly Indians, trail blazers,

Lewis and Clark Expedition, pioneer hunters, pioneer scouts, the Alamo, and much more.

Designed primarily to make teachers' work easier while building new admiration in hearts of pupils for America's greatness, *Pioneer Heroes* is certain to become a favorite teaching aid. Teachers will be delighted with wealth of color and fact packed into every frame and every caption.

To help make educators' work even simpler, each set of *Pioneer Heroes* is accompanied by six fully illustrated Teaching Guides—one for each title. These offer suggestions for conducting lessons and getting most out of each screening. Finally, the complete set of six titles is packed into a permanent hard-cover, file-type box which will outlast years of use.

The Calendar

A novel and strikingly different method of teaching eight-, nine-, and ten-year-old youngsters the story of *The Calendar* has been created. This color visual teaching aid consists of six titles.

Here is a really basic teaching aid that helps educators *show* and *tell* youngsters in grades 3 to 5 the wonders and meaning of days, weeks, months, seasons, and years. For use in Social Studies, *The Calendar* is the work of eminent educators and technicians. Every frame was created from special artwork and photographs prepared for this fine series.

The six encompassing titles are: "How a Day Passes," "A Busy Week," "The Month," "The Year," "Spring and Summer," and "Autumn and Winter." Each of these full-color frames helps teachers get across often difficult-to-teach facts about seasonal changes in life—how such changes affect our activities, family life, school life, playtime, farming, industry, clothing, business, and all other phases of life around the country.

Teachers and pupils will be pleased with the use of boys and girls of pupils' ages to illustrate points being made. Pupils see how youngsters just like themselves are affected by changes in the Calendar. Teachers will be delighted to screen this full-color, true-to-life series again and again, because it will save them so many work hours, and instill in children the true meaning of how every life actually revolves around the Calendar.

There is a complete set of six fully illustrated Teaching Guides included in this full-color filmstrip series at no extra charge. These guides are invaluable aids to suggesting how lessons can be planned and conducted. Also included in this unit is a hard-cover, permanent file-type box container which will protect series against years and years of use in classroom lessons.

*Editorial Consultant for Audio-Visual Aids.

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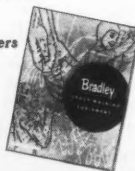
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New Books of Value to Teachers

Father Hecker and His Friends: Studies and Reminiscences

By Joseph McSorley. Introduction by Most Rev. John F. O'Hara, C.S.C. Cloth, 319 pp., illus., \$3.95. B. Herder Book Co., St. Louis, Mo., 1952.

In 1872, 14 years after their foundation, the Paulist Fathers "ordained their tenth permanent member—the first to come from Catholic stock." The others had been converts, and to critics this could be significant. Soon after their conversion, the first four of the Paulists found themselves in the Redemptorist Order. These Redemptorist Fathers had come to this country in 1832 to work especially in the German parishes. In 1845 Isaac T. Hecker joined them and six years later he, with Hewit and Walworth, began to preach a mission in New York City. For seven years this Redemptorist band of convert missionaries gave missions all over the country. They then became convinced that the Fathers should establish an English-speaking house. This led to a difference of opinion and finally Hecker was sent to Rome by the others to plead their cause. He was not allowed by his superior to present his case so appealed to the Pope. Meanwhile several American bishops supported him, and the outcome was that the five Americans were allowed to leave the Redemptorists.

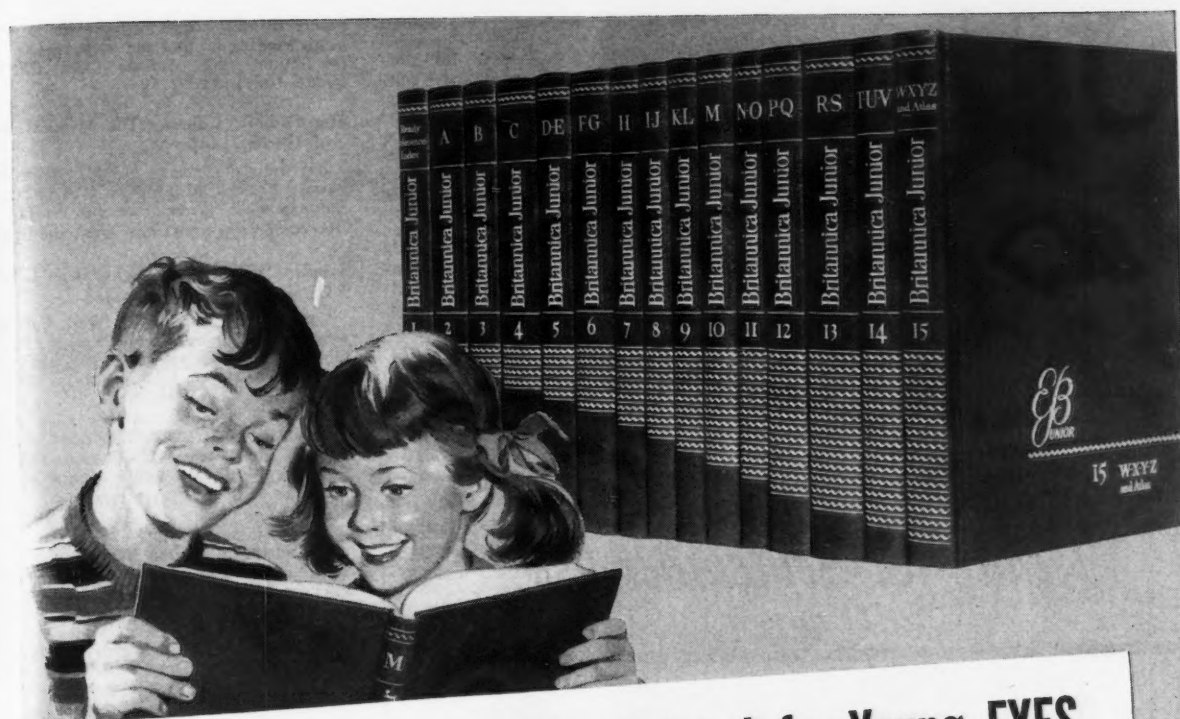
Their vision had been that of St. Paul, the Apostle to the Gentiles, and the conclusion of this episode was a natural one—the organization of a community to preach to Protestants, to attempt to convert Americans in large numbers to Catholicism. Their zeal for this was the zeal of St. Paul. The band of Paulists grew slowly but steadily pursued their work, becoming well known all over the country. They did exert an influence upon the course of American Catholicism, especially in the press and pulpit. Some may see in them the forerunners of Bishop Fulton Sheen. They founded the *Catholic World*, were patrons of O. Brownson, and shared the same ideas as Archbishop Ireland concerning the place of the Church in the American setting.

A Paulist might shudder at the thought that the most interesting item in their history was the controversy that raged around the biography of the founder, Isaac Hecker. This Life caused no unusual comment when it first appeared. In 1897 a French translation, with a challenging preface by the Abbé Klein, was used as a weapon in the long battle between the conservatives and progressives of France and culminated in the charges which some critics called "the American heresy." Pope Leo had to intervene, and although his *Testem Benevolentiae* resulted in claims of victory by both sides, at least the Americans were cleared of heresy. In at least three books which are to appear this spring some aspect of this conflict is treated, and of course Cardinal Gibbons' part in it was well depicted in the monumental biography by Ellis just published.

Probably because of his membership in the Paulist community Father McSorley does not give too much space to this controversy. He discusses the break with the Redemptorists, the foundations, the message of Hecker, his relations with the other founders, and gives short sketches of the first ten Paulists. This book is not a history of the Paulists nor a biography of Hecker, but rather as its subtitle indicates is a series of studies and reminiscences. Father McSorley has written several well-known books on the spiritual life and was in a most unusually unique position to write this one. He has known personally everyone but seven of the 252 Paulists.

The public, and probably the publishers of all books, often look upon footnotes as either a luxury or a nice gesture to grim scholars. It is

(Continued on page 8A)



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New Books

(Continued from page 6A)

fervently to be hoped, however, that publishers will not try deliberately to frustrate even the scholars by the arrangement of the footnotes. There are very few literate Catholics who have not been profoundly moved by one or another Paulist and this work on the founders will be welcomed by their multitude of friends.—*J. Herman Schauinger*, College of St. Thomas.

A Television Policy for Education

By Carroll V. Newsome, Editor. Cloth, 268 pp., \$3.50. American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C. Reviewed by Ella Callista Clark, Marquette University.

This volume is especially timely since the 242 television channels which the Federal Communications Commission has set aside for non-commercial television are reserved only until June, 1953. This is a report of the proceedings of the television programs institute held under the auspices of the American Council on Education last April in an attempt to bring together the best current knowledge and thinking concerning educational television. Here pioneers in educational television tell specifically how schools and colleges, the military services, and certain communities are actually making effective use of this medium now. Engineering specialists, leaders in the television industry, and other experts further round out the picture by citing specific costs and discussing technical and programming problems involved in building and maintaining television stations of various sizes. This report

points up the enormous potential of television as an educational tool and underlines the urgency for action.—*Ella Callista Clark, Ph.D.*, Marquette University.

The Catholic Church: The Mystical Body of Christ

By Luis Colomer, O.F.M. Translated by Palmer Rockey, M.A. Cloth, 376 pp., \$3.50. St. Anthony Guild Press, Paterson, N. J.

A competent translation from the Spanish.

Standard Catalog for High School Libraries, Catholic Supplement Added

Compiled by Dorothy H. West. *Catholic Supplement* selected by a committee of the Catholic Library Assn., Helen L. Butler, chairman. 6th ed., 1952, 1324 pp., sold on service basis. H. W. Wilson Co., New York, N. Y.

This new sixth edition lists more than 3610 books in the *Standard Catalog* and 650 additional titles in the *Catholic Supplement*. The *Catholic Supplement* is not available separately but only bound in with the main catalog.

The *Catalog* has many uses. It is first a Buying List, containing descriptive notes on the books listed, including dates, publishers, and prices. Books recommended by the compilers for first purchase are starred. It is a key to classification for the library cataloguer, giving subject headings, Dewey Decimal classification, and indicates whether Wilson catalog cards are available. It is also a useful reference work to direct students to source material.

Catholic school authorities, when writing to the Wilson Company concerning the *Standard Catalog* should state that they wish the edition containing the *Catholic Supplement* bound in.

Visualized Problems of American Democracy (Catholic School Edition)

By Kenneth D. Hart. Ed. by Rev. Charles G. McAleer. Cloth, 384 pp., \$1.65 (paper, 85 cents). Oxford Book Co., New York 3, N. Y.

This is a new book with the same title as the original edition issued in 1936. It has been completely rewritten to interpret the various social, economic, and political developments of the present time and has been edited to conform to the Catholic viewpoint.

The book is well organized into 20 chapters. Explanations are given in simple language easily understood by a high school student. The many illustrations consist of drawings which really present the theme under discussion more vividly than the words of the text can do; they are not just the kind of clever cartoons found in some modern textbooks which seem to appeal only to the initiated. At the end of a chapter we find study or discussion questions and modern tests.

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Health and Fitness, Second Edition

By Florence L. Meredith, Leslie W. Irwin, and Wesley M. Staton. Cloth, 339 pp., \$3.20. D. C. Heath & Co., Boston, Mass.

In this second edition the authors have sought to incorporate new information and new procedures which have been developed in such areas of study as immunization, artificial respiration, antibiotics, psychosomatics. They also treat such currently highlighted subjects as marriage, habit-forming drugs, mental health. The vocabulary and the illustrations have been selected to suit the development of the high school student, and the basic courses are presented in detail with the purpose of conveying an understanding of the body and its health problems.

(Continued on page 20A)

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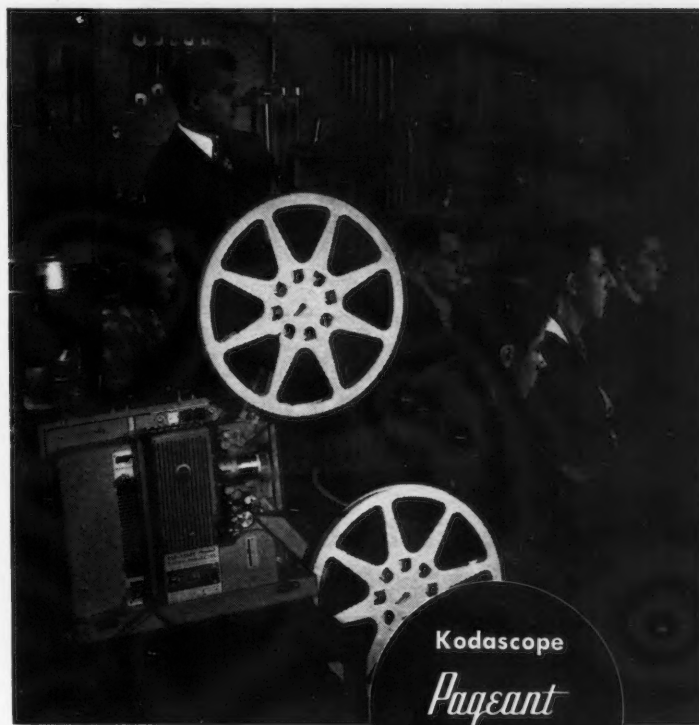
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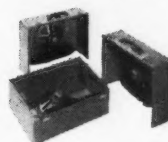


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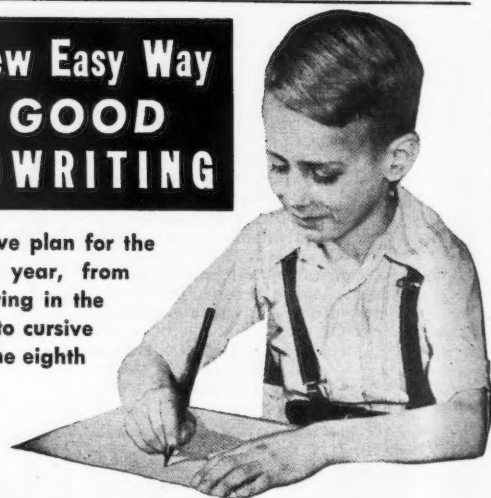
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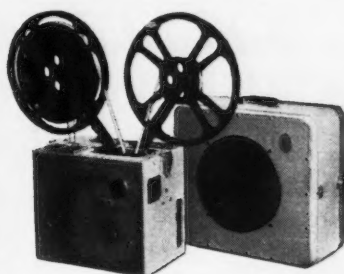
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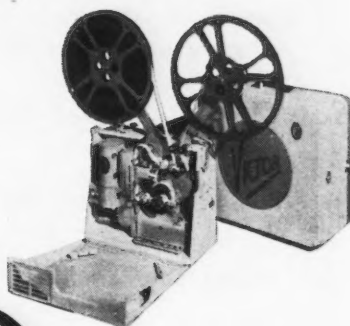
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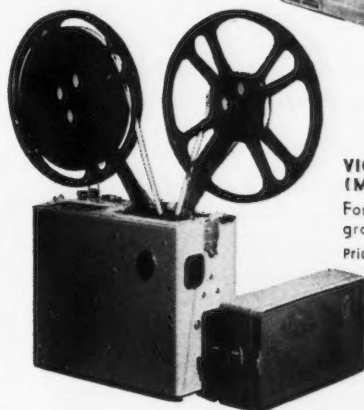
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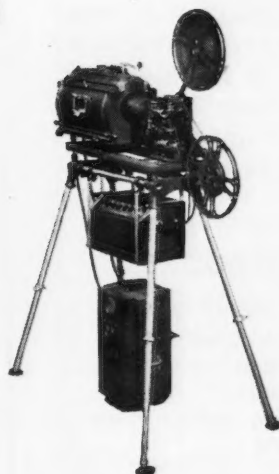
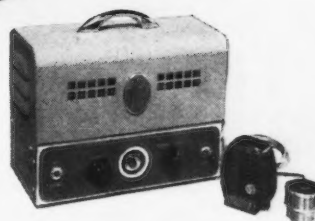


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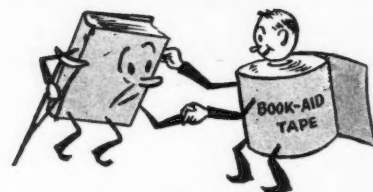
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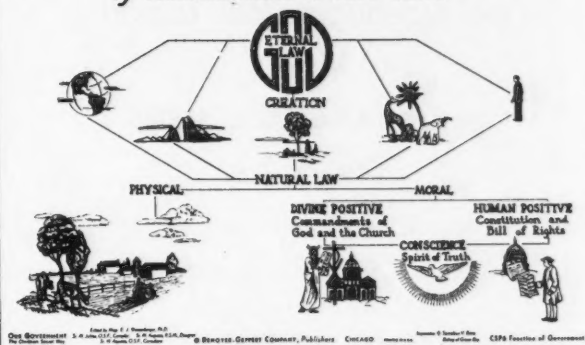
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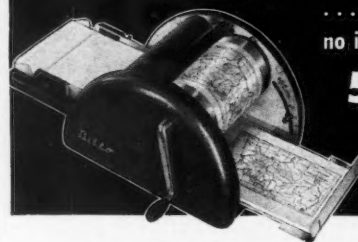


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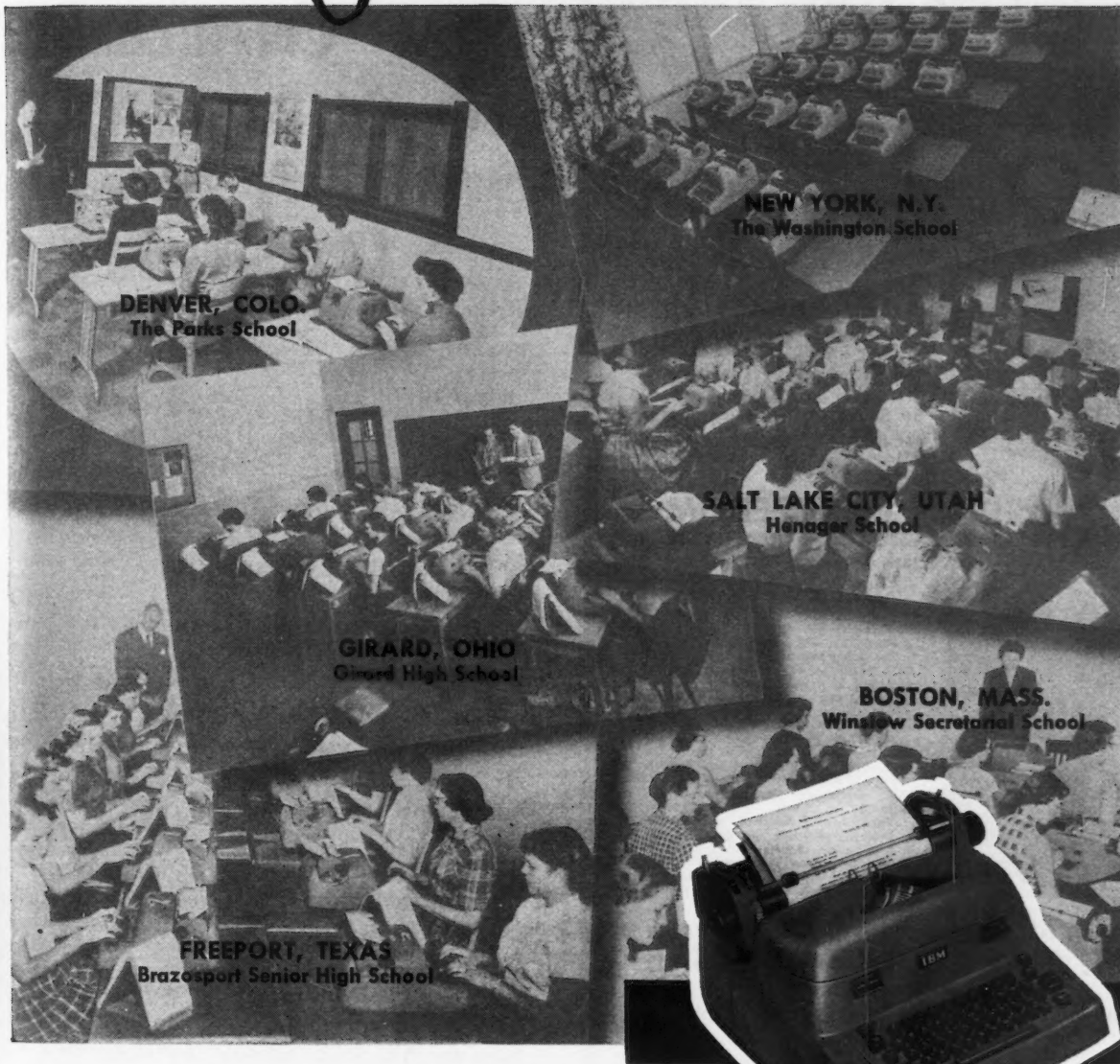
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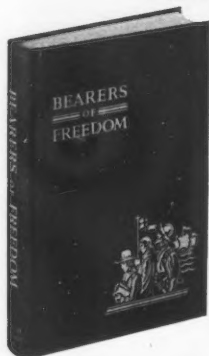
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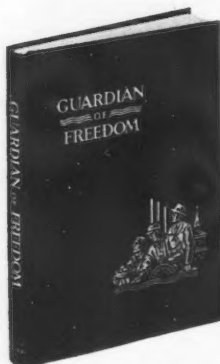
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The CATHOLIC SCHOOL JOURNAL

Vol. 52

APRIL, 1953

No. 4

Frank M. Bruce

1885-1953

IN A parish church on the south side of Milwaukee, built more than a hundred years ago, amidst its rococo reminiscences of Bavarian churches, the Requiem Mass for Frank M. Bruce, the publisher of the CATHOLIC SCHOOL JOURNAL, was said on Wednesday, February 25. The church was crowded to the doors and beyond. Five bishops were there, monsignori in great numbers, and parish priests. There were members of religious orders from distant places — Franciscans, Benedictines, Capuchins, Marianists, and Jesuits. There were, too, Sisters with all varieties of dress. The civic community was amply represented by the mayor and representatives from every walk of life and every civic group. Cardinal Stritch, in a telegram, expressed the feeling of those in the Church and of many in distant places who could not be present who also sent telegrams. Cardinal Stritch said:

"Shocked with news of Frank's death. In extending my sympathy to you and all the family, I share your grief. Few knew Frank as I knew him. He was an outstanding Catholic gentleman and filled his life with things precious in the sight of God. Our consolation is that God gave him to us. I regret very much that I cannot attend his funeral."

The pastor of the Franciscan parish church talked understandingly about Frank Bruce to the Pauline text:

"I have fought a good fight, I have finished my course, I have kept the faith. As to the rest, there is laid up for me a crown of justice, which the Lord, the just judge, will render to me in that day; and not only to me, but to them also that love his coming" (2 Tim. 4:7-8).

He found in Frank Bruce what may be a clue to an understanding of his personality, a mixture of Pauline and Franciscan qualities. All of us, born in original sin, must fight the good fight. But there seemed with Frank Bruce no fight; there was a calm steady faith, unperturbable (unshakable), and positive. His Damascus was his baptism, and he went forth on his way with the grace sufficient, for power is perfected in infirmity. To such surely the crown mentioned by St. Paul will be given.

A Product of Catholic Education

Frank Bruce, a product of Catholic education from the parochial elementary school through a Jesuit high school and through a

Jesuit university, was fruitful. He attended also the University of Wisconsin for some special professional training in journalism. The clearest evidence that he knew deeply the doctrine was that he lived the life. He was a daily Communicant. He was a good member of his parish, one of the founders of its Holy Name Society. The great service of his life was not the charity he gave, as the charity he lived and his dedicated service in the St. Vincent de Paul Society was its living expression. His broader service to the Church and America through the Rural Life Conference and Serra International need not detain us for detail.

His Family Life

Frank Bruce was a family man, and there was in his own family the spirit of dedication and consecration of the Holy Family. It was in his blood and in his childhood experiences. The saintly mother with her gentle sway over father and sons and daughter was an incarnation of the Christian spirit. True to the spirit but perhaps a little sterner was Frank's own family. Alma, his wife; Frank, Jr.; William George II; Robert and Jane and Alice, all are living witness of what a genuine Christian family spirit can be in a confused and too materialistic world. Nor must one forget the increasing number of grandchildren in which he found such joy.

His Interest in the Catholic School Journal

Frank Bruce was the publisher of this CATHOLIC SCHOOL JOURNAL. He was especially interested in the JOURNAL. It was a partial fulfillment of the purpose of The Bruce Publishing Company. It would be, in his judgment and his brother Bill's, a JOURNAL which serving the Catholic field in its present needs (in 1929) when it was taken over by the Bruces, would nevertheless hold the torch high and would open up new vistas, new programs, for Catholic education. Catholic education must enroll on its banner "Excelsior." At least, as the Bishops of the Baltimore Council said, "Catholic Education must not be inferior to the public schools." This negative statement was not enough. In Frank Bruce's mind it must render this great service to religion and to genuinely spiritual matters which, unfortunately, because of diverse religious views amongst us, we have not been able to do in our great public schools. The independence of judgment

expressed in this JOURNAL for a quarter of a century has had his unfailing support, and with kindly calm retrospect, he would look back on things that at the time of publication were thought, to put it mildly, daring. This CATHOLIC SCHOOL JOURNAL has been one of the satisfactions of his life and his initial interest in it, his concern for it always, and his certain support made it possible.

A Fine Christian Gentleman

The pastor of his church called Frank Bruce a fine Christian gentleman. He was that in all the extensive meaning of New-

man's description of the gentleman as the objective of liberal education. This was so in his family life, in his active participation in community affairs, in his direction of The Bruce Publishing Company, in his professional activities, and in his multifarious activities in the Church. One is as sure as human beings can be that he has heard the words of his beloved Master: "Well done, good and faithful servant; because thou hast been faithful, over a few things, I will place thee over many things, enter thou into the joy of thy Lord" (Mt. 25:23). And with Franciscan joy he finds his place in the mansions which were prepared from the foundation of the world. — *Edward A. Fitzpatrick.*

The Motu Proprio—A Golden Jubilee

*Sister Cecilia, S.C., M.A.**



ANNIVERSARIES are, traditionally, occasions for counting blessings, and when the anniversary marks fifty years, the blessings are likely to be numerous. Nineteen fifty-three is an anniversary year of some consequence, for it marks the golden jubilee of the *Motu Proprio* of Blessed Pius X on church music. It was on the feast of Saint Cecilia, November 22, 1903, that the saintly Pontiff issued the now famous document that was to play a large part in the restoration of church music to its dignity of "handmaid of the liturgy." In the fifty years that followed, an astonishing change of direction in the whole field of church music is evident.

Pope and Musician

Pius X was himself a good musician, and his priestly and episcopal career had been marked with earnest efforts to improve the quality of music for liturgical services. He was well aware of the current

decadence in religious music, the trivial compositions being offered in churches everywhere, but particularly in Italy where the ever popular opera influenced music of every kind. He was aware, too, of a magnificent work of research that had been going on in the Benedictine Abbey of Solesmes, France, since the middle of the nineteenth century. He knew the story of the dedication of this particular abbey to the work of restoring the original melodies of Gregorian Chant, and the tangible and reliable results of the monks' success in their *Liber Usualis*, published in 1883. The amazing swiftness with which he moved toward pontifical legislation on church music, in three short months after his election, is proof of long familiarity with the problem of church music, and definite plans for its solution.

The Chant Restored

The *Motu Proprio* itself is a marvelously clear and concise piece of writing. With no waste of words it proceeds precisely to the point. It outlines the qualities to be sought in church music—*holiness, beauty, and universality*. It directs that the bishops act immediately to ensure that in their dioceses the music accompanying the divine services be in all ways worthy and appropriate.

First and foremost must come a renewed interest in Gregorian Chant, which, as the text says, "... has been so happily restored to its original perfection and purity by recent study." And not only is Chant to be restored, but it is to serve as the model and measure of all church music.

"... We may with good reason establish



as a general rule that the more a musical composition for use in church is like plainchant in its movement, its inspiration, and its feeling, so much the more is it right and liturgical, and the more it differs from this highest model, so much the less is it worthy of the house of God."

Prayer in Music

By restoring the Chant, and teaching it in the schools, the Church might gather the people together again in the fullness of corporate worship. The worshipers were to be given again their ancient and traditional right of active participation in the liturgy by singing the Mass. The development of highly trained choirs, and particularly the introduction of solo singing in imitation of the Protestant style, had relegated the laity to the position of passive spectators and listeners.

After fifty years we discover that many good things have come as a consequence of the *Motu Proprio*. Being close to them, and used to them, we take small note of them, but they are there, nevertheless.

*Seton Hill College, Greensburg, Pa., Community supervisor of music, Associate editor of the magazine published by the National Catholic Music Educators Association.

Our Debt to Benedictines

First must be mentioned the Vatican edition of the Chant. Based on the Solesmes research this edition is official and binding upon all the faithful. The Gradual was published in 1908, the Antiphony in 1912. Without the Solesmes research neither could have come so quickly after the *Motu Proprio*. The monks had been working for fifty years. They had traveled to every Benedictine Abbey in Europe, had copied and compared as many as two thousand examples of the same piece of chant. They had ransacked old libraries, deciphered manuscripts of the early centuries, and determined at last the most authentic melody for every single liturgical text for the entire Divine Office.

To the Order of Saint Benedict throughout the world must go the deference due to their prompt and energetic co-operation with the Holy See in the matter of church music. Singing the Divine Office is a Benedictine vocation. For them the "Opus Dei," the Work of God, supersedes all other activity they may have undertaken. Wherever there is a Benedictine Abbey there is a center of devotion to the liturgy. Their scholars have supplemented the work of Solesmes with interpretations, analyses, and treatises, and they have led the way for the Church in general by singing the Divine Office in their Abbey churches with reverence and solemnity.

Many Other Promoters

The Benedictines were not alone, however, in their response. Zealous bishops and heads of religious congregations cooperated promptly with the papal directive. The *Motu Proprio* had given explicit recommendations for church music commissions, whose office it would be to prepare church musicians for their duties, and to guard against abuses. In all seminaries Gregorian Chant was to be studied with "all diligence and love." Other schools, as might seem necessary, were to be established to train the clergy and laity in the art of church music.

Naturally, the effect of these laws would depend upon local circumstances. In America the parochial school became an instrument for instruction in the Chant. To train teachers, schools of liturgical music were set up. Here must be mentioned first of all the Pius X School of Liturgical Music where a whole generation of American musicians has been trained in the highest principles of church music. Under the leadership of Mother Georgia Stevens, R.S.C.J., the Pius X School justly earned fame and distinction in a difficult and exacting art.

Other schools sprang up quickly, some diocesan, some connected with religious houses, with the Benedictine Abbeys, and with conservatories. Unique among them is the famous Gregorian Institute of America, founded by Dr. Clifford A. Bennett, a man of amazing ability in organization, coupled with fine musicianship and devotion to liturgical music. Its correspondence courses have brought the best in instruction to teachers and directors all over the United States and Canada, and its summer sessions under world-famous teachers have become a tradition.

A Wonderful Improvement

Fifty years ago the best of schools were hampered in their teaching by scarcity of materials. There was then no authentic edition of the Chant, and only sketchy publications available for other church music. The *Motu Proprio* sparked publishers into action. Now many editions of the Chant, all based on the Vatican books, can be had cheaply and abundantly. Polyphonic music of the best period has been re-edited and arranged for choirs. There are good hymn books, notably lacking in the saccharine texts and melodies of a century ago. It is unfortunate that there seems to be at present a flood of rather vapid "easy Masses," presumably published for the musically illiterate. Perhaps publishing companies have not yet taken seriously their possible responsibility for developing good taste. But they have given us ample good music, and for that we are in their debt.

Modern Music Needed

When one counts blessings, however, it usually is apparent that they are not all unmixed blessings. Much still is wanting in a perfect accomplishment of the ideals of the *Motu Proprio*.

We have had, for instance, the Chant enthusiasts who refuse to consider the claims of other sacred music. In some measure they have been obstructionists, defeating by their narrowness their own good aims. Blessed Pius X was not so exclusive. He says,

"The Church has always recognized and encouraged all progress in the arts, and has always admitted to the service of her functions whatever is good and beautiful in their development during different centuries, as long as they do not offend against the laws of her liturgy. Hence more modern music may also be allowed in churches, since it has produced compositions good and serious and dignified enough to be worthy of liturgical use."

Definitely, church musicians are far

behind other liturgical artists in the use of the modern idiom. Hardly a new church is being built today in the style of other periods: they are all modern. And it is surprising how well the modern idiom adapts to liturgical needs, and how well it is accepted by both clergy and laity as appropriate, beautiful, and functional.

Church music, however, is still being written in a style that is a century old. Much of it is "romantic" music, with the cadences and progressions, the rhythmic patterns and harmonic structure that are reminiscent of the lesser German and Italian composers of that period. There are, unfortunately, a number of "potboilers" on the market.

On the other side of the picture, though, are the serious musicians who know that contemporary music can be good liturgical music. They have discovered that the Gregorian modes open a new field of composition, and, particularly in organ works, their effect is growing. It may not be long before more worthy music in the modern style is available for choirs and schools.

We Need More Musicians

One must come at length and at last to an ever recurring problem in church music, and that is the matter of quality of performance. Ultimately, quality of performance depends upon the skill of the performer. Church music commissions cannot legislate musical competence: that is something beyond printed directions. That is a question of trained musicianship.

Like expert service in any field, musical artistry comes high, and is dearly bought. Yet it is not out of order to suggest that anything less than genuine artistry is no bargain at any price. Shabby performance of the music of the Mass, whether it be due to carelessness or incompetence, is regrettable. The music performed may be "approved," but the manner of the performance is also to be considered. A very urgent need at present is some attention to the fact that the price of good church music is trained musicians, plus adequate equipment, plus sufficient rehearsal, plus the moral support of those in authority. And good church music is worth all of that.

Since 1903 the Church has with characteristic sureness, pointed out the proper direction in sacred music. Pius X in the *Motu Proprio*, Pius XI in the *Divini Cultus Sanctitatem*, and Pius XII in the encyclical *Mediator Dei* have made explicit recommendations. We look back to splendid achievements, but we look forward, too, using Lincoln's phrase, to "increased devotion" on the part of clergy and laity alike, to the cause of good liturgical music.

Articulation of the Secondary School and College

Brother Henry Ringkamp, S.M.*

IN ADDRESSING the Union of Italian Teachers, September 4, 1949, Pope Pius XII gave this advice:

"Look with a sure eye to the times and the hour, to learn of new needs and examine new remedies. We warn you of a blind attachment to the past which would today frustrate the efficacy of your work."

Or again, when he spoke to the Christian Brothers at their recent centenary celebration at San Guiseppe's College at Rome.

"The art of education is the art of adapting oneself to the age, temperament, characters, capacity, needs, and aspirations of the student; of adapting oneself to the circumstances, time, place, rhythm of the general progress of humanity."

Truly, the times, the hour, the rhythm of high school and college relationships demand more study and attention today than they did a generation ago. With the new needs, aspirations, and preparations of the student, new answers and new remedies are in demand. No longer can high schools and colleges be academically sealed against personal contact with one and another. No longer can either group live isolated or insulated from those who constitute their "public relations."

My suggestions, from the secondary school administrative point of view, are pointed in the direction of improving high school-college relations.

High Schools for All

It is of utmost importance to remember that it is not the full and only purpose of the present-day high school to prepare students for college, for statistics place the percentage of college-bound students nationally at 40. The modern-day high school is all-inclusive, not simply college preparatory in its clientele and in its functions.

J. Andrew Holley, in his article, "Next Steps in the Study of High School-College Relations" (*North Central Quarterly* for April, 1952) indicates some problems encountered in developing and initiating programs in high school and college relations.

1. The committee discussed the need for professional contacts between high school and college personnel. It questioned the sufficiency of one meeting per year, and asked whether the contacts made should

not emphasize the college's educational services, such as guidance and testing, rather than the mere recruiting of athletes.

2. Referring to the need of evaluating the existing types of contacts, it was suggested that high school seniors be brought to the college campus for a one-day visit, or a visit by college representatives be made to the high schools.

3. The restrictive nature of college entrance requirements was recognized as a persistent problem in school and college relations. It was agreed that a study of the status and trends of admission be made by joint committees in certain areas; likewise, it was agreed that the function of tests in determining aptitudes, abilities, and interests for college courses needed formulation.

4. The committee discussed the need for statements of specific knowledges and skills required for success in particular college courses and curricula. Even though statements have been issued, high schools often are unable to develop these competencies in students, such as fulfilling the four-year requirement in mathematics to qualify for entrance into the college of engineering.

5. In regard to the need for colleges to assist students in making satisfactory adjustments once they arrive on the campus, it was agreed that, in selecting and making tests and setting up means for implementing results, high school as well as college people should be involved. Of particular importance here are the college students who were effected by Selective Service, the Korean veterans. These men might either have had their college education interrupted or might have entered service following high school graduation.

6. The need for better articulation of instruction was recognized. Basically the difficulty lies in the philosophy and objectives of the two types of institutions being at variance. The problem is further complicated by the high school's population being unselected and heterogeneous.

Reiterated in this North Central Association study is the necessity and importance of establishing more effective working relationships between colleges and secondary schools, to the end that all youth develop into useful citizens. Hopeful optimism for the future is the dominant tone sounded.

A High School View

Some personal reactions, based on 15 years of administrative experience, on this articulation problem follow:

1. *Curricula*: I believe, in the high school to college transition, that there is too much repetition of subject matter. The net result of this situation is a tolerant or condescending attitude on the part of the college professor to the high school student. More often than not, the high school student is blamed for his lack of knowledge, poor attitude, and lack of responsibility. The student is exposed to the boredom of repetition, and consequently his grades suffer. Might it not be better for such students to be inspired by the challenge of a new course, offsetting the dubious advantage of a largely repetitive course?

The course in religion for freshman year is an expansion of facts, a widening in concentric circles of facts studied over and over again. How much more effective and more stimulating would this course be if it met the new challenges of a modern-day materialistic world where the student will soon be living and earning his daily bread. The challenge made recently by Archbishop Ritter of St. Louis at the National Central Union meeting in August, to study the encyclicals as the Church's answer to modern-day problems, should not go unheard. High schools which I know have used Pope Pius XI's encyclical on Christian Marriage for some years.

We next turn our attention to the dry-as-dust freshman course in English, with repetition of the grammar studied through 12 years of elementary and high school. This first year is followed by a somewhat expanded senior high school English literature course, beneficently called Survey of English Literature. Net result — interest is stultified in this department. College English departments err in too much repetition of high school English programs for all instead of setting up new challenges, moving on to newer horizons. Though we recognize the necessity of repetition for some students, the more capable, who have been screened through diagnostic tests, should intensively study a few great writers in place of the all-inclusive coverage of all authors' lives and works as is today prevalent.

*Central Catholic High School, San Antonio 2, Tex.

Freshmen courses in physics, chemistry, and mathematics err in this same way by repeating "ad nauseam" materials, experiments, and problems done in high school physics, chemistry, and mathematics courses.

Extracurricular activities have for their purpose to round out man's character especially in the social virtues. Collegiate assemblies are held few and far between, with attendance often optional, and pep rallies the most frequent form of student gathering. The student council, ordinarily the voice of the student body, is a mere figurehead, with its functions and responsibilities appropriated and monopolized by a few strong Greek-letter fraternities. The expert-subsidized athlete, or speech and music scholarship students are given the lion's share of training and experienced faculty direction, while the freshmen most in need of this training go a-begging. Social activities in high school are well chaperoned; are they in college? Instructed as is the high school graduate in the proper Christian attitude toward dress and drink, he is somewhat taken aback when he attends his first college dance by the definite unconcern as to modesty in dress (SDS Standards) and stunned by the freedom with which alcohol is consumed. This is social leveling following social bad example, not training in social virtues. Another unanswered question is why the passing over of the threshold from high school to college makes the fraternity and sorority, labeled undemocratic, cliquish, and outlawed by the state laws, on the high school level, all of a sudden become democratic, valid social organizations. Do our principles and sense of values change so easily, and without just cause?

Guidance. In the modern-day streamlined high schools personal, moral, and vocational guidance is amply provided. Do the colleges, with an eye to good adjustment of incoming freshmen make practical the excellent theories propounded in their guidance workshops and clinics? Does the same spirit of disinterested devotedness which is characteristic of the majority of high school counselors exist in the same degree in colleges? There is some evidence to prove that not all college guidance meets the high school standard. In the transition a high school student makes when entering college he should be welcomed warmly, guided generously by counselors, motivated by the true love for God's select men, not trammelled by whims, caprices, and the insularity which comes from sitting in the ivory tower of selfish indifference, characteristic of some college teachers. As Dr. Urban Fleege says, "One of the best ways

to bridge the unfortunate gap between high school and college is for counseling organizations in the two institutions to join forces."¹

Public Relations. Good public relations in the college demand frequent opportunities for parent-teacher or parent-professor contact. Such school-planned contacts as provided by open houses, fathers' and mothers' club meetings, and the social affairs planned by those groups assist in providing that mutual parent-teacher-student contact and understanding.

Do these organizations and the frequent parent-student-teacher contacts no longer have point or force simply because the college freshman has grown a year closer to adulthood, and is therefore more self-reliant and independently mature enough now to handle all the necessary contacts with his teachers independent of any parental interests or concerns?

What Others Say

Others recommendations, gleaned from related reading will complete this report.

1. Trial of *Michigan Agreement Plan*. Under this arrangement high school students are admitted to college without the necessity of completing the usual sequences. This plan allows high schools freedom in planning curricula suited to student needs, makes for better articulation between the high schools and colleges.

2. Trial of the *Ohio Plan*. This plan allows for colleges within an area or state to plan visits to the high schools on a co-operative basis, such basis agreed on by registrars and admissions officers. One fruit of this experiment was the co-operative publication of the booklet in 1951, entitled *Looking Toward College*, which dealt with such pertinent questions as Why Go to College, Who Should Go to College, How to Choose a College, Costs of Attending College.

3. Consideration of *Illinois Program*. This program is concerned with the new college administration policies which specifies kind of competence expected of students rather than particular course sequences. This plan is similar in the main to the Michigan agreement plan.

In this program four criteria set up for predicting success of students in colleges are as follows:

1. Score on scholastic aptitude test
2. Score on a test in critical reading
3. Score on a test in writing skill
4. Evidence of intellectual interest and of effective study habits. Proof of this in-

tellectual interest and study habits is two years' work in one field with high school grades above average.

Conclusion and Summary

In conclusion and summary I would like to make a disclaimer against those who maintain that there is no need for further articulation between the colleges and secondary schools. Particularly, I point the finger at several sore spots where articulation is especially lacking.

1. There is a lack of social articulation. College freshmen suddenly find themselves on their own, unchaperoned, undirected at college dances. This maturity is synthetic and not real.

2. There is a lack of vocational guidance. Here colleges expect results of themselves and contribute no guidance counselors to change this static condition by directing students into the vocation for which they are best fitted. A continuing process of interviewing, testing, guiding, and job placement is urgently needed to aid the student to find himself in the changing circumstances he must meet. How many Catholic colleges can boast of a Catholic guidance center?

3. There is incompetency among teachers on the freshman level. Where actually the best teachers should be found, more often than not freshly graduate masters of arts, or people working their way through a graduate school on a fellowship are perpetrated on the unsuspecting college freshmen. Having such teachers with little or no professional or pedagogical training is a hard transition for college freshmen to make, who but a few short months ago had stellar teachers in their senior year at high school. It is a situation crying for action and remedy by college deans and registrars.

4. Administrators and teachers for the colleges must meet and discuss with administrators and teachers from the high schools their mutual and special problems; each must be acquainted with the special aims and functions and purposes of the other. Public relations men from the colleges must visit more often and offer the services of the colleges to the high school students whom they hope to have as their future students, as well as explain precisely to what their programs lead. With this blueprint of qualities, skills, and abilities in the hands of sympathetic high school teachers success in articulation is more likely where a testing bureau could immeasurably aid the student groping for assistance in his choice of a major field of study. Due to the "mind-set" of some religious teachers, Catholic colleges are far behind secular institutions in this regard.

¹"Coordination of College With the Secondary School," U. H. Fleege, Ph.D., C. U. Workshop, 1947, p. 4.

The CATHOLIC SCHOOL JOURNAL

Editor

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Continued Importance of the Textbook

[The textbook is still the most important instrument of education as it is practically conducted in classrooms.] In days when teachers did not have much training it was of tremendous importance as it is in these days where so many teachers have emergency certificates. [It is an effective instrument of education in the hands of a good teacher and it saves the situation for the children with poor teachers.] This importance of the textbook in classroom instruction is still central in spite of the multiplicity of additional visual aids—moving pictures, stereoscopes, radio and charts, maps, and pictures of every kind. [The textbook itself is often one of the best illustrations of visual aids. To give body to instruction and to provide for a general over-all view of a subject, and to relate the parts of a subject, the textbook is still of primary importance.]

In this connection it may be interesting to report what was said more than fifty years ago by William T. Harris in the book on *Education in the United States* prepared for the Paris Exposition. William

T. Harris, then Commissioner of Education said:

"It is presupposed that the chief work of the pupil in school is the mastery of textbooks containing systematic treatises giving the elements of branches of learning taught in the schools. For in the United States more than in any other country textbook instruction has predominated over oral instruction, its method in this respect being nearly the opposite of the method in vogue in the elementary schools of Germany. The evil of memorizing words without understanding their meaning or verifying the statements made in the textbook is incident to this method and is perhaps the most widely prevalent defect in teaching to be found in the schools of the United States. It is condemned universally, but, nevertheless, practiced. The oral method of Germany escapes this evil almost entirely, but it encounters another evil. The pupil taught by the oral method exclusively is apt to lack power to master the printed page and get out of it the full meaning; he needs the teacher's aid to explain the technical phrases and careful definitions. The American method of textbook instruction throws the child upon the printed page and holds him responsible for its mastery. Hence, even in the worst forms of verbal memorizing, there is perforce acquired a familiarity with language as it appears to the eye in printed form which gradually becomes more useful for scholarly purposes than the knowledge of speech addressed to the ear. This is the case in all technical, or scientific, language and in all poetry and literary prose; the new words or new shades of meaning require the mind to pause and reflect. This can be done in reading but not in listening to an oral delivery."

This characteristic of American education at the turn of the century is still, in spite of many superficial features, the principal characteristic of education at the half century mark. In spite of the great changes in the professional training of teachers on all levels, many teachers would be at a loss without a textbook. This applies not only to the elementary school but to the college as well. This systematic, organized presentation of subject matter is still largely the service of textbooks. It is on these often that curricula are based. On the college level one can often tell the new books that professors have read as they read the titles and description of new courses. This is an opening statement on the consideration of the textbook problem, particularly in the elementary and secondary school, which will be continued in subsequent issues of the JOURNAL. — E. A. F.

50 Years of Catholic Educational History in the U. S. A.

The theme of the National Catholic Educational Association this year is: Fifty Years of Educational Progress.

It is a good thing periodically to review the immediate past, to try to see it in perspective, to evaluate it, to accentuate the positive and the good, and to discourage and eliminate the negative, the drifting, and the futile. The past may not be entirely progressive and may have been, in spots, retrogressive.

At such a time it is appropriate to raise certain general questions regarding the work of the organization as a whole:

Are there certain perennials, even cliques, who continue in office, year after year, without any clear evidence of a contribution to the organization or any contribution to Catholic education in their own job.

Are there such perennials on the program year after year?

Do the papers read at the convention show careful preparation, especially painstaking research, or are they summaries of papers read at previous conventions, or were they written on the way to the convention?

Do the program, or the exhibits, or the personal contacts (or all three) justify the expense of the convention to the individual?

What were the significant contributions made in papers read at the conventions during the past fifty years?

What significant issues in Catholic education were raised for which significant solutions were found or which are still being discussed or were abandoned?

There are bound to be, in a convention with this theme, historical papers in the various departments dealing with the development of these fields during the past fifty years. It may be interesting to know when the papers were assigned to see whether an adequate job could be done. In any case will such papers meet the tests of good history such as John Tracy Ellis stated and met in his extraordinary two-volume life of Cardinal Gibbons? Will they show the educational developments against the backgrounds of:

1. The general American scene as interpreted, say in Commanger's *The American Mind*?

2. The general development of education especially public education in the

United States as interpreted, say by Kandel, Brubacker, *et al*?

3. The general development of the Catholic Church in the light of such encyclicals as the one on Christian Education and *Humani Generis*, the annual statements of the bishops, and the *Pax Romana* discussion of the university?

It would be a great thing if Catholic education were discussed in this perspective, along with its own philosophy and theology of education. But, if it is to be history, it should meet the test of a careful, objective, comparative study of the Annual Proceedings and the reported discussions whenever they did occur. It would be interesting to note when there was no discussion at all, because none was permitted or expected and there wasn't any desire on the part of the audience to discuss the papers.

In this connection one would expect to find an evaluative documented study of the influence of the Confraternity of Christian Doctrine in the teaching of religion in elementary education; of the Life-Adjustment Program, and the program of the Commission on Citizenship in the secondary field; and the liberal arts study and the earlier development of Catholic accreditation in the college field; and, in general, the proposals for a reorganization of the school system; and the emphasis on international matters on all levels of schools.

We have been interested in this subject because we ourselves are doing some studies in the field of the history of Catholic education. And one cannot rely too much on what has been written; for example, the Colonial period presents many problems. After one reads what has been written, he asks himself about the general background. What were the conditions without a hierarchy? What interest had a hierarchy-less England with a vicar apostolic for America? In any case how many Catholics were there in the United States?

When one reads that, when Carroll became the first Bishop of Baltimore, there were, according to his own estimate, only 27,000 Catholics and a few priests, including the suppressed Jesuits, one gets some perspective in dealing with the colonial period. And as one learns that only in Pennsylvania and Maryland were there any considerable number of Catholics — keeping in mind that the English penal laws were operative in the Colonies — then the lack of any real educational development becomes clear.

On the other hand, if one studies the Colonial colleges — of course none of which was Catholic — as Walsh did in the *Education of the Founding Fathers*, one can see in the defense of these and their character the continuation of the Catholic medieval tradition, even though it began to be abandoned in the second decade of the nineteenth century.

At any rate we hope in some departments there will be a genuine effort to tell, in a scholarly way, the history of Catholic education in the United States in its own field. We shall seize the opportunity to acclaim such studies. — E. A. F.

Tuberculosis and Teachers

Early in March we read in a newspaper the following report from a division of a state medical society:

"The society cited several examples. Recently one teacher was examined and found to have a positive tuberculin test. X-rays and physical examinations of her class showed that six pupils had contracted tuberculosis. One died."

This report further notes that "several" teachers in the past few years have been institutionalized for TB treatment. The chairman of the commission notes that some schools have not required physical examinations of prospective teachers because they might lose their services, for physical reasons, in this period of shortage of teachers. He says:

"Such a shortsighted policy is both dangerous and unfair to pupils and teachers alike. Surveys have shown that enough school teachers are in a contagious condition to emphasize immediate attention to this problem by every school board — rural, urban, parochial, and public."

Among the protective measures taken by school boards and administrative officers to meet this situation are:

1. Medical examination of teachers before all probationary appointments.
2. Medical examinations before all permanent appointments.
3. Medical examination of teachers on sick leave before they return to their classes.
4. Periodical examination of all teachers.
5. Periodical examination of all school employees.

It need hardly be said that those charged with conducting Catholic schools should require the utmost protection of children from this contagion. The annual medical examination, including chest X-ray should

be a routine requirement. The record should be kept, for the elementary schools, in the office of the diocesan superintendent of schools. For high school or college students, the record may be kept in the office of the principal of the school or president of the college.

It might not be a bad idea for every religious order to have a medical director for the order with a staff corresponding to the size of the order. — E. A. F.

Football and Education

At the end of 1952 (December 29), the University of Santa Clara announced that it was abandoning intercollegiate football after two financially unsuccessful seasons. Santa Clara began football in 1902, but discontinued it during both world wars. The action of Santa Clara made it unanimous for Catholic colleges in California. The other Catholic colleges in California had previously reached the same decision — St. Mary's, University of San Francisco, and Loyola of Los Angeles.

Apparently the presence of "big-time" football in the Catholic colleges has not been on educational grounds. It was financial. The decision to abandon football was reached "regretfully" by the Santa Clara authorities after a survey showed that continued losses at the football boxoffice interfered with the University's expansion program. The 1952 program cost the University \$80,000 and the 1951 program cost \$72,000.

It would appear from this pretty clearly that, so far as educational purpose and aim is concerned, football is an extraneous activity. In other words, it has hardly any educational justification. Where it is successful, the income helps to provide additional buildings, especially dormitories and the like. Such money, tainted or not, could provide, too, essential equipment, laboratories, scholarships, increased income for professors. Let us hope that "while the going is good" such projects will be promoted — and that football will find an indirect educational justification. But let us not put it on intrinsic grounds, nor let us in other matters lower our educational sights because our thoughts are on money rather than on education. Let us put education first, decide on what is wise education, and then look for the money, never forgetting money in itself is a guarantee of nothing. Money should be used to realize wise educational aims and projects, and thinking, imagination, and vision is more important in education than money — as are intellectual honesty, high educational purpose, and singleness of mind. — E. A. F.

American Public Schools in Catholic Focus

Rev. R. J. Bishop, S. J.*

THE Franciscan and Jesuit missionaries who accompanied the early explorers and settlers to our shores little realized that their pioneering efforts with children in mission schools would some day grow into the impressive Catholic school system of America today; nor did they have the faintest notion that by 1952 the Catholic system would be outnumbered in schools ten to one by a public school organization sponsored by the 48 states.

Neither did the kitchen teacher or tutor, known as a dame in the New England Colonies, envision the tremendous growth of her profession from individual homes to the spacious structures housing more than 30 million school children.

Protestant School Became Public

However, the mission schools and the dame schools did not become public schools. It is more correct to say that the sectarian Protestant schools of the colonies gave first rise to public education when their support came from town levies, and particularly when secretarianism met strong foes in the persons of Horace Mann and Henry Barnard.

The Catholic schools of the eighteenth and first half of the nineteenth centuries were small, unimpressive and did not lend themselves to the exclusion of doctrinal teaching, a stroke which seemed necessary in the establishment of public schools.

Horace Mann became highly influential in educational circles in 1837 when he was appointed secretary of the board of education in Massachusetts. A Calvinist himself, he began fashioning the Calvinistic schools of his own state into the new ideal which he called the common or public school. He was not opposed to religion but in a political and conciliatory way he saw that denominationalism whether Calvinistic, Catholic, or Quaker, was an obstacle to state tax support of his new project. Mann tried to draw the questionable line between religion and sectarianism, professing that he wanted the former without the latter. In a letter to Reverend Doctor Storrs, dated January 19, 1839, he stated his position as follows:

"In my report of last year I had at once exposed and deplored the absence of

moral and religious instruction in our schools, and had alleged the probable reason for it; viz., that school committees had not found books, expository of the doctrines of revealed religion, which were not also denominational."¹

The great problem of Horace Mann as father of the American public schools was to establish a system of education which was to include religion but yet avoid sectarian teaching. His problem, needless to say, was not solved with satisfaction to all denominations concerned. Neither is the answer forthcoming in the public schools today. What is religion without doctrine, without revelation, without a definite code of morality?

Some Christianity Remained

The fact was that the public schools of the nineteenth century retained vestiges of Protestant Christianity to serve as a basis for religious instruction: the King James version of the Bible was read; the long form of the Our Father was recited in the schools; many of the strict disciplinary measures of punishment meted out were in accordance with Calvin's teaching on the effects of original sin.

The gay nineties and the first two decades of our century in elementary education used the McGuffey Readers which always carried large selections based on Christian belief and practice. Occasionally even today one may hear a mother, a father, or grandfather repeat religious memory gems from one or another of the seven readers. McGuffey compiled his readers for tax supported schools, largely Protestant, and yet he was remarkable in that his explanation of doctrine was not offensive to Catholics. In the 1857 edition of his second reader he has combined the law of Moses with the two great commandments of love expressed by Christ Himself. His simple code of morality is worth reproducing:

"Thou no gods shalt have but Me.

Before no idol bend the knee.

Take not the name of God in vain.

Dare not the Sabbath Day profane.

Give to thy parents honor due.

Take heed that thou no murder do.

Abstain from words and deeds unclean.

Steal not, for thou by God art seen.
Tell not a willful lie, nor love it.
What is thy neighbor's do not covet."

"With all thy soul love God above;
And as thyself thy neighbor love."²

Secularism Appeared

But secularism has grown to mean even the exclusion of Christianity so that there can be no offense to atheist, Jew, or Christian. A conciliation which sprang from Horace Mann had become unfair to all in order to offend none. In order to make the omission of Christian doctrine less obvious, the purpose of the school was expanded so as to emphasize the civic rights and duties of Americans. Wertenbaker in *The Puritan Oligarchy* states the new emphasis quite succinctly: "It was only under the pressure of Jeffersonian ideals that New England, two centuries after its founding, accepted the vital principle that public education should not be affiliated with any religious sect and should make civic duty rather than religion its chief objective."³

Now Religion Demanded

Perhaps we are at a turning point in public education. Through newspaper columnists such as Sokolosky, in meetings of teacher's associations, and in the cries of religious leaders, there are some signs that the American public is beginning to appreciate again a moral life based on religion. There should be nothing incompatible in mixing good citizenship and government with religious training. However, American educators now have a more complex problem than did Horace Mann to restore religion to the public schools. The exclusion of religious doctrine from the classroom has left no deposit for teachers to use in their efforts to form Christian character and honorable American citizens according to the divine plan. Natural virtue which is often suggested as the answer to the religion dilemma for public schools has little to offer in motivation because it proposes goodness for its own sake and not in imitation of a divine model. The hollow sounding expression of "leave religious training to the churches" has come to be little more

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¹*Life of Horace Mann*, by Mary Peabody Mann, National Education Association, 1937, p. 110.

²Quoted in *William Holmes McGuffey and His Readers* by Harvey C. Minnich, American Book Co., 1936, p. 89.
³*The Puritan Oligarchy* by Thomas Jefferson Wertenbaker (New York: Charles Scribner's Sons, 1947), p. 345.

than a cliché which sound educators who are building men for God are ready to deny.

The problem through American history has been very real. No easy solution is evident; otherwise America would have a satisfactory answer in these 350 years since the English settlement at Jamestown. The present solutions are inadequate but this is no time to turn away from the task.

Catholics Can Help

It is not proper for Catholics to avoid the basic problems of the public schools. These schools are a definite and substantial part of our educational system. It is right that they be supported by public taxation because they have been established for the common welfare. There ought to be civic pride in making these schools fit for the education of our precious youth. These institutions of learning are making a specific endeavor to provide for the needs of American families.

What has been said about their origin in an historical summary tends not so much to belittle the established system as

to point out shortcomings from the Catholic point of view. Catholics should be deeply aware of the grave problems facing public education. They should realize that many public school educators are eagerly looking for the answer as to how to restore religion to its proper place in the curriculum. The difficulties in supplying religious education for the public schools are of common concern. One may not scoff at the lack of religion when he is not willing to co-operate with public school administrators in providing for Christian demands. Though public school education is incomplete in the one thing that counts most in life, the fostering of man's relationship with God, yet it is the duty of Catholics to lend a helping hand to those who must face this prime issue. Not through adverse criticism and negative action shall America's problem of the public schools be answered but by constructive criticism in a co-operative and friendly manner.

Pray for Light

Somewhere between the total exclusion of Christianity and a code of morality based

on etiquette there ought to be a golden mean answer. It is not possible for Catholics to project their entire philosophy of education into the public schools which must meet the demands of the majority groups who are not Catholic. Efforts always should be made to encourage the Catholic way of life and education as the best answer to schools, yet the truth must be accepted that the Catholic philosophy is not universally understood nor accepted. Freedom and misinterpretation allow for the 125 million Americans who do not profess or perhaps do not appreciate the Catholic teachings on education.

Catholics should learn what the task of a democratic school system is, and then by the light of unprejudiced reasons try to offer a satisfactory constructive program for that task. No small means in arriving at some solution will be the constant prayer of Catholic and Christian Americans that God through His Teacher Son will enlighten our educators to follow the pattern of the first Christian school established more than 1900 years ago.

Two Big Questions on Guidance

J. H. O'Neill*

DURING the past three summers, I have asked a number of experienced classroom teachers, counselors, and administrators two basic questions regarding their opinions of guidance services in the parochial school. This was not a scientific survey and no tally sheets of the results were kept. Rather, off the record (and most surely, off the cuff), responses were solicited and happily received. The following is a condensation of opinions of men and women, all religious, who have expressed convictions, observations, and wishes.

What Is Guidance?

The first question concerns the philosophy of guidance:

There is the feeling among some teachers, that special help given to individual students is apt to produce pampered irresponsible children. How can this pitfall be avoided? Why is such a result inconsistent with the philosophy of guidance?

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Collective opinions may be stated as follows:

Guidance is based on human need; it is based on the fact that everyone needs help at some time or another in some form. For a teacher to feel that giving aid to individual students is apt to produce pampered, irresponsible children is inconsistent with guidance principles. The reason individual aids are necessary is because each person has his own personal abilities, interests, and limitations which must be adjusted as well as possible to enable him to obtain his own goals. Guidance aims to enable the individual to realize his own faculties and then take positive steps toward solving or meeting a situation. When a teacher helps individuals it is to give aid in helping them help themselves. With this goal in mind, no irresponsibility will result.

Pampered, irresponsible people are individuals who have not been properly guided and directed; who have not been taught the importance of the role they play in

their relationship to God, to society, and to themselves. This pitfall can be avoided through the co-operation of the home and the school.

Children must be given a firm foundation in religious tenets—for Catholics, this resolves itself into the observance of the Commandments of God, the Precepts of the Church, the moral and theological virtues, and the holiness of life as taught by Christ in the Sermon on the Mount and exemplified by Him from childhood to His death on the cross.

Children must be taught that they live in a society. As members of this society they have certain privileges, it is true, but also corresponding obligations. They must be taught what these are. Children must learn that there is no such thing as the "All important I," that they owe deference and respect to their parents and superiors, and that in serving God they must work out their own salvation. If the foregoing are impressed upon the child, from the time of his birth—in the manner and to the



The fourth-grade class in keyboard experience at Little Flower School, Chicago, uses practice keyboards and music on desk racks while awaiting their turn at the two pianos in the classroom. The whole class learns the elements of music as well as piano playing. The teacher, Sister M. Yvonne, R.S.M., introduced this method in co-operation with the American Music Conference. It has proved successful.

degree possible at each stage of his life — we shall not have pampered, irresponsible children.

The teacher who feels that pampered, irresponsible children are the result of special, individualized assistance, fails to recognize the inherent principles of guidance as such. Since the guidance process includes "any help or assistance given to any individual at any time or place concerning any matter that helps him form purposes, originate and execute plans, and evaluate his own efforts, we can see that guidance is more of a leading process than a push from behind.

The child is taught to think for himself. He may be aided in reaching a decision, but that decision is his own. Pampered children are the result, in the main, of subjective attention. Guidance is humanized objectively. Guidance, carried out in accordance with these principles, will produce an age of youth capable of standing on its own two feet, capable of making wise choices, and proper decisions, capable of working out its eternal salvation.

Guidance Here and Now

The second question recognizes that guidance is a present need, not something nice to have in the future. It further implies the weak areas or links in the chain of guidance services:

How can we show that the purpose of guidance is positive, not negative?

The following opinions are again a condensed compilation:

Guidance aims at positive development. It is not concerned as much with changing a person as with removing obstacles which might hinder the individual's highest development. If an individual waits to be told what to do and when to do it, we do not have guidance but dictation. On the other hand, if the individual is helped to an intellectual realization of his abilities and limitations and then makes steps toward reaching his goal, guidance is effective. All of the various introductions to courses, activities, and training programs are positive in nature and are directed with this goal in view.

Guidance is positive:

1. It accepts the child as he is with his good and bad points.
2. It provides for a program of acquainting the child with himself.
3. It provides for growth in seeing problems and solving them.
4. The child is led to see there is growth in learning to accept graciously the things that cannot be changed.

Guidance with regard to its purpose is very much a positive thing, not negative. In the guidance program we do not restrict ourselves to restraining the student from a certain activity, although this may be done, and rightfully so, in some situations. Our endeavors are directed toward making the students better their way of living through

THE CHILDREN CAME TO HIM

Cecil F. Parlett

They came to Him by the Jordan fair,
The children, as He rested there.
Small hands were pressed against His knee.

Upturned faces gazed trustingly.
They sat at His Feet, not in fear,
But as we do, wanting to be near.
For love was shining in His eyes
Deeper than the bluest skies.
Some were so young, just one, a few
Were two, and almost as new.
But more were six or seven,
And nearly eight years out of heaven.
They talked to Him as we do each day.
The passers-by could hear them say,
"Do You live all alone?
"Don't You have any home?
"I have a big, big, house, you'll see
So won't You come and stay with Me?
"Oh please, please say You like us best."
Asking 'til He answered "Yes."
His Apostles tried to chase them away,
Saying, "The Lord is tired today."
But He bade them stay, and laid
His Hands upon their heads and prayed.
Dear Jesus prayed that men might be
Like children gathered round His knee,
With upturned faces trustingly.
In all the after days of suff'ring grim
These little ones, in mem'ry helped Him.
Small wonder in His Home serene,
His Heart throbs now to a like scene.
And turns from what great men are
saying,
To listen to the children praying!

thoughtful, purposive actions. Striving for a high ideal requires positive action. The individual will get much farther by reaching for something within his grasp than he will by merely trying to avoid certain negative things.

We cannot say that guidance is negative. It is not designed so much to cure or solve problems as it is to prevent them, or at least prevent them from becoming serious.

Guidance is not designed to give a solution to problems. It is geared to help the student determine the best course of action.

Guidance does not attempt to describe or define difficulties as much as it attempts to give the student a broader understanding of his problems and clarification of doubts and fears after he has had a chance to speak about them with a qualified person.

Guidance not only provides a means of having the individual solve his problems but also provides a means of making plans for the future.

Are not these collective opinions the answer to many of our own doubts and questions concerning guidance service?

A High School Confraternity Unit

Staff of the National Center*

RIGHTLY is it presumed that graduates of Catholic high schools and academies will become leaders in parish life. The Confraternity of Christian Doctrine, in the mind of the Church, which by Canon Law enjoins its establishment in every parish in the world (Canon 71 § 1), enjoys a favored place among parochial societies. It holds not only a favored but a *necessary* place. The CCD is canonically recognized as an official parish society for the religious education of all adults and children not presently enrolled in Catholic schools. Religious education (*knowing*) comes before religious activity (*doing*). Parish groups which rush into *doing* before *knowing*, frequently fail.

Rightly is it presumed, then, that Catholic high school students will be prepared *during school years* for parish CCD leadership. The following approach to such leadership has worked successfully in both urban and rural areas. It involves the establishment of a high school unit of the CCD on a par with other missions or apostolic societies and Sodalitys.

In establishing a CCD unit it is well to keep in mind that the Confraternity is essentially a parish organization with the pastor or his delegate as director and lay parishioners as officers, committee chairmen, and members. The high school unit is formed only with the approval of proper CCD and diocesan authorities and the moderator is usually a member of the faculty or a priest. Where a diocesan CCD program is in operation, high school unit activities should be co-ordinated with it.

I. Objectives

A. To prepare Catholic high school students for future leadership in the parish, under the guidance of the pastor.

B. To present the program of the parish Confraternity and to help the individual student find out what he or she can do about it in his or her own parish.

C. To help the student exemplify in daily living that "the Apostolate is one of the duties inherent in Christian life. . . . No one may remain inactive and as each receives he also must give" (Pope Pius XI).

II. Organization Meeting

A. The moderator calls a meeting of those students interested in the CCD. They discuss together the literature and instructions, and

plan to acquire a working knowledge of the *Manual of the Parish Confraternity of Christian Doctrine*.¹ This meeting should include a brief presentation by the moderator, or an available CCD official or representative, of the structure and objectives of the CCD: how it is organized, the work of each of the several divisions of active and associate membership.

B. At this meeting the moderator should point out that it would be unwise for the high school CCD unit to attempt to engage in all types of Confraternity activity at once. Usually it is best to undertake only part of the program in the beginning.

III. Later Meetings

A. The members of the unit acquire a better knowledge of the CCD by using the *Manual of the Parish Confraternity* as a discussion club text.

B. The moderator appoints or arranges for the election of officers and chairmen of the divisions of active membership.

C. Members are officially enrolled in a Confraternity Register, and each indicates the division of membership in which he wishes to work.

D. Announcement is made of the place, day, and hour of the next general meeting and of the meetings of each division of the active membership.

IV. Work of the Unit

A. In some instances, the work of the Catholic high school CCD unit will be that of learning religion well in the hope of teaching it to others. This will develop into a program for:

1. Teachers, who will instruct public elementary school children.

2. Helpers, who will assist the teachers in the preparation of materials and awards for classwork, the supervision of recreation periods, the transportation of children, and a number of other things.

3. Fishers (Home Visitors), who will contact parents about the religious instruction of their children and seek out children who fail to come to religion class.

4. Religious Discussion Club Members, who will learn and live their religion better and talk about it convincingly.

5. Apostles of Good Will, who will spread the knowledge and love of their faith to non-Catholics by good example, distribution of

Catholic literature, and other ways suggested in the *Manual of the Parish Confraternity*.

B. Special preparatory courses should be given for each of these groups of active members, especially the Teachers, Helpers, and Fishers.

V. Canonical Erection of the Unit

A. When the Ordinary has authorized the establishment of the CCD unit in a high school (this is usually done through the diocesan CCD director), the minimum requirements are: (1) listing of the members in a register of the CCD; (2) meetings at specified times under the supervision of the moderator.

B. A formal decree of erection may be obtained from the diocesan CCD director.

C. Members of the unit, as they perform the designated good works, may gain the indulgences granted to the Confraternity.

VI. Catechetical Day

It is important that a Catechetical Day be celebrated each year by the high school unit. This celebration may be carried out along the following lines: (1) Holy Mass and Holy Communion; (2) a talk on the CCD at holy Mass or in an assembly; (3) enrollment of new members; (4) a catechetical exhibit; (5) a demonstration of selected CCD activities.

VII. Certificates

When diocesan requirements are fulfilled with regard to courses in doctrine and methods of teaching religion as well as actual practice in CCD work, teacher members of the high school unit may qualify for certificates as lay teachers of religion.

A. A CCD course within the curriculum of studies, using the *Manual of the Parish Confraternity* as a basic text. This may be an elective subject for the junior or senior year; or taught during the religion period, once a week for a term, or daily for two or three continuous weeks within a term.

B. A 30-period elective course on methods of teaching religion, covering one or two terms, preferably before the senior year. Some schools arrange with the diocesan CCD office for certification as lay teachers of religion to elementary school pupils. Qualifications are: satisfactory grades in both methods of teaching religion and required religion courses, in addition to satisfactory service as CCD Fishers, Helpers, or Teachers during the school year or religious vacation school.

*Rev. John E. Kelly, of the Publications Department of the National Center of the Confraternity of Christian Doctrine, submits this article as the work of several members of the headquarters staff.

¹CCD Publications, 508 Marshall St., Paterson 3, N. J., 50 cents.

C. A co-ordinated schedule of high school, diocesan and local CCD activities:

1. Where several parishes have CCD classes on the same day and hour, as in city-wide use of released time, members of the CCD unit who have a study period serve as Helpers to escort young pupils to classes, recruit pupils and systematically check attendance, or serve as assistant Teachers in parishes of the area.
2. In school year classes, students work preferably in their home parishes; when not needed there they work in parishes or missions.
3. In religious vacation school classes, addi-

tional fields of work open to high school students are recreation, hearing prayers of primary pupils individually, assisting slower pupils during project periods.

4. In rural areas, high school students participate in family or neighborhood discussion clubs. Under the direction of a faculty moderator seniors handle the correspondence course for public elementary school pupils.

5. In the Apostolate of Good Will program, under supervision, older students supply Catholic information racks and distribute literature to institutions and elsewhere.

VIII. Results

Experience shows that Catholic high school CCD units accomplish a threefold purpose:

1. Hundreds of public school children are assembled and taught by the students.
2. The students are given a more vital interest in their religion and a greater realization of how much their own example means to the children.
3. Definite preparation is given for the future, whether the vocation of these young people be in the religious life or as active leaders in the lay apostolate.

Reflections on a Costly Study of Delinquency

Rev J. E. Coogan, S.J.*

IT WOULD be altogether strange if a 25-year scientific study of delinquency—costing hundreds of thousands of dollars—had no special significance for Catholic education. The study is that headed by Sheldon and Eleanor Glueck, husband and wife, of Harvard University. They are looked upon as easily the outstanding research team operating in the field of delinquency. They first attracted attention by a follow-up study of five hundred delinquent careers which suggested that the most highly reputed secular corrective agencies in the country were almost completely ineffective in their treatment of delinquents.

Their most recent studies—extending through the past ten years, described in *Delinquents in the Making* (Harper & Bros., 1952)—were concerned with a comparison of five hundred delinquents of the Boston area with five hundred boys who differed from the former in little else than delinquency. The “little else” was then treated as of critical importance in explaining the delinquency of the first group. The study slights the influence of religion, being both inadequate in such data and failing to explore the significance of the greater practice of religion by the nondelinquent group. Nevertheless the picture the Gluecks give us of how delinquents are made does not lack significance for our schools.

Physical and Mental Characteristics

The Gluecks found that delinquents are as a physical type on the average superior, solidly built, closely knit, muscular. Of course there are delinquents who show in their weakened bodies evidence of extreme poverty and neglect. But even more of the same physical

type are found proportionately among the non-delinquents. The delinquents had the physical strength to dare encounters with their own age group or even with life itself. And their temperaments disposed them to such daring.

In attitude the delinquent tended to be impulsive, hostile, defiant, suspicious, resentful of authority. Intellectually he was more direct and concrete in his interests, more manually minded. Culturally he was to a much larger extent the product of a home where he received little understanding or affection; his parents were particularly unfit to give and protect or to serve as types for imitation. Such boys might continue to “go straight” in more rural areas; but in the relative anonymity of the urban slums rebellion tended to assert itself. The more these demoralizing factors appeared in a particular case the most likely in general was delinquency. The Gluecks, however, are not concerned to deny all personal responsibility in the delinquent for his state; as they acknowledge, “Persistent delinquency is not inevitable.”

Self-Propelling Type

The study discredits the common assumption that the delinquent is neurotic, unable to “act his age.” The neurotic in general tends to assume the defensive, withdrawn, passive role; tends to turn to companions or elders for approval and satisfaction. He is little inclined to be the social rebel. This does not mean that he may not be problem enough himself, but he is less likely to be found in the ranks of those habitually and seriously in conflict with the law. It is interesting to reflect that the type more inclined to delinquency is also the type more especially suited for military service. The corner newsboy, braving all weather and at all hours “meeting life head-

on,” is preparing to solve our problems in the field or to add to them at home.

Perhaps the outstanding lesson learned by the Gluecks in the long years of research is the precariousness of corrective efforts. Something can be done for the accidental and occasional delinquent, but for the “blown in the bottle” type they see little hope from anything less than the cooling of temperament that comes with the passage of the years. Delinquency is thus usually self-correcting, but at long last and at what cost! The recent ten-year study was primarily meant as a test of the theory that the delinquent could be raised to normalcy by the influence of a worthy example and personal effort of an adult who embodied in a special way a moral and religious ideal. The study is interpreted as having largely invalidated that theory. But the fact is that by far the most successful corrective efforts were those of a dynamic Boston Irish Catholic girl who lived and loved her religion. Unfortunately the delinquency-corrective project, almost from the very start, became increasingly secular in its resources and objectives. It was obviously unsympathetic with a religious solution.

Supernatural Ignored

Two features of the Gluecks' search for the causes of delinquency strike Catholics as especially unsatisfactory. One of these had to do with the direction of emphasis given the research. Thus, while almost altogether heedless of the lack of religion in the lives of the delinquents, the researchers were fantastically exhaustive in the number and precision of measurements taken of body structure and proportion—all these measurements confessedly to no conclusion. The other notably unsatisfactory feature of the investigation was

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the unique importance given the fact of delinquency, in the sense of repeated and notable conflict with man-made laws. This unique importance, of course, is a consequence of the naturalistic dogma of the exclusively secularist origin of valid conduct norms. The whole world of the supernatural with its critically important means and ends is not so much as mentioned. All this is of course to be expected; but it is obvious that no such delinquency research studies can be for the Catholic at all comprehensive.

They Start Young

The Gluecks draw one conclusion and make one suggestion that we Catholics may well act upon without hesitancy. They find the true delinquents manifesting their deviations in a most tender age, quite commonly at their first entrance into school. Hence the vital importance of vigilance on the part of teachers and school authorities from the very beginning. Since the conduct problems so commonly arise from defective homes, the Gluecks conclude

to the absolute need of adequate parent substitutes and ego ideals to be found among the grammar school teachers.

We Need Sisters as Counselors

Here we Catholics may well enter into ourselves and ask whether we are not easily foregoing what might be a distinct advantage of our parish schools. We are accustomed to reflect with satisfaction that our Sisters give a lifetime to teaching, whereas in the public schools young girl teachers "go through the classroom on their way to the altar." Yet many public school teachers remain long years in the service, and are available to former students for aid and comfort in their trials in after years. But what of our Sisters? Too often, "gone with the snows of yesteryear"? Too frequently the "mission list" makes wholesale reassignments and after a few years the returning student finds that the entire faculty "knows not Joseph."

Of course there are advantages in these frequent changes of personnel. But must they

be so ruthless? Are there not some Sisters who can be left as landmarks, as sheltering oaks, as "the shadow of a huge rock in a weary land" for old students who had learned to confide in them, and who now need to return for understanding help? Of course such a Sister would be bothered at inconvenient times by visitors and telephone calls. But a confused lad's visit to the convent may save him from a visit to the jail; or to the morgue. Such a Sister-confidant might have to be excused some of the multitudinous tasks that fill in the interstices of the convent day. But the many Marthas left to take up the slack would have the satisfaction of knowing that they are thus freeing a stalwart companion for a work of vital importance which she alone can do. Of course there are already some such among us; but "may their tribe increase." The recollection of even a remote contact with one such a generation ago, a well loved "Sister Pan," still turns on lights in the memory.

USING THE UNIT METHOD

*Sister Coronata, R.S.M.**

THE following questions and answers which provided the framework for a discussion on the unit method at one religious community's annual teachers' institute are not offered here as final answers to anything. They contain nothing that is novel or unique. They are merely the result of an effort to sift and simplify the mass of literature written on the unit in order to present to busy teachers in concise form some general but definite points. The average instructor in a typical Catholic school may find these helpful in certain situations.

What Is a Unit?

A unit is a block or division of subject matter. The underlying idea of the unit is to help the pupil grasp some fundamental plan or theme of arrangement in the learning activity he undertakes. It ties together his activity into meaningful wholes so that his daily lessons are not isolated or unrelated. Pupils learn more because they see more than the portion of subject matter which constitutes their daily lesson. In the social sciences this keeps them from getting lost in a mass of facts.

How Initiate a Unit?

The unit is initiated to arouse interest in it and "set the stage" for the learning activity. A pretest may be used to bring out differences of opinion and to show a need for accurate information. Pictures, music, a short story, an excursion, a recording, an outside speaker, or a discussion of contemporary events may be used to provoke discussion out of which will come a statement of the unit problem or topic. This objective will be the goal of all learning activity during the unit. The initiation period is extremely important in determining the success or failure of the unit because it motivates the pupil. This period is a planning period and not a period in which subject material has to be covered. The teacher should be calm and unhurried and not impatient if the class is slow in grasping the situation. On the other hand, the teacher must be alert and not permit the class to drag on needlessly or allow the pupils to lose interest. At the end of the initiation period the unit plan which the teacher has developed should be written on the blackboard, or what seems preferable, reproduced and a copy given to each student to keep in his notebook. This preplanned outline will serve as a guide to the student during the entire unit. It may contain:

1. The pupil's objective for the unit in a clear, brief statement.
2. Questions to guide his study.
3. Activities and problems to be worked out.
4. Vocabulary peculiar to the material.
5. Map work and suggestions for supplementary activities or special reports.
6. A bibliography of reading references, including the textbook, and listing pages as well as the author and the name of the book.

Guiding Students' Research

The function of the development phase of the unit is to locate, evaluate, and organize information bearing on the unit. The pupils work as individuals or in small groups while the teacher gives assistance in locating information, using the indexes and bibliographies, determining the accuracy of information found, and organizing it. The teacher previously will have gathered in the classroom all the supplementary books, pamphlets, library books, pictures, or records that contain information on the unit. Sometimes students will bring information or material from their home libraries. (The student who brought to class a letter written in France during the French Revolution to one of his ancestors who lived here in the United States at the time was

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pleased and proud as it was incorporated into the knowledge gained by his class. His interest was not hard to obtain or sustain. History had begun to live for him!) If there are any additional persons or places in the community such as art museums or historic shrines where further data may be secured, pupils should be encouraged to visit these places and interview any such persons. People may be invited into the school to talk to the whole class also. During the developmental period it is also desirable for individuals or committees to share knowledge on topics not studied by the whole class. It is also desirable, at times, to have the class recite on topics which all of them have studied. To maintain interest and avoid the boring monotony and deadly dullness of one oral report after another, a variety of means should be used. In addition to the oral report, graphs, charts, maps, cartoons, posters, dramatizations, choral readings, film strips, and movies may be presented.

How Conclude the Unit?

The function of the culmination phase is to give pupils opportunities to draw conclusions and to apply them in practice. In this period the students formulate generalizations which have become apparent from their study of the material. Conclusions may be presented to the class by means of discussion. If the class has significant conclusions it wants to present, it may give a school assembly, put on a radio program over the P.A., write and produce a play, or write articles for the school paper. Conclusions are usually made just to their own class but some units may warrant a school audience because of special interest or importance.

Evaluation by Teachers and Students

In unit teaching the students and teacher co-operatively evaluate the work. The teacher uses tests of course, but the students learn to judge each other's work. Students may be asked for comments on such points as these:

What can we do to make reports interesting? Which ones given in class were most interesting to you? Why? How could we have improved our study of the unit? What are some of the things you can do now that you could not do before we studied this problem?

Courtesy, respect for the opinions of others, development of good work habits, acquisition of desirable attitudes, growth in self-reliance and in independent activity all are bases for evaluation. The student may be given a chart to fill out and keep which will contain questions that help him to judge his own work, too. The usual recitation and test basis for evaluating pupils' work is thus considerably broadened in unit teaching.

How Long Should a Unit Last?

There is no rule that can set the length of a unit. It must be long enough to enable the

AN ALTAR BOY'S ANSWER

I am God's faithful altar boy.
I love to serve the Mass.
I love to hold the paten
When the priests Communion pass.
You know, I have often wondered
Just what I am going to say
When Peter sees me by the gate
Right outside the Golden Way.
But now I know the answer.
I'll just say loud and clear —
I am God's faithful altar boy.
Won't you please tell Him I am here?
St. Peter's eyes will open wide.
The gates will open, too.
Because, really now,
You can't shut out the altar boy
From God's house — can you?
— Sister M. Margarita, C.S.J.*

*Cathedral School, Wichita, Kans.

students to attain the objectives set and yet not so long that they lose interest or lose sight of the larger topic of which the various subtopics or projects are only a part. Few units require less than two weeks or more than four, although it is possible to use a six-week unit by dividing it into smaller units.

Advantages of Unit Teaching

1. The teacher becomes a guide and a partner eliciting co-operation in a common undertaking, rather than a dominating taskmaster who continually has to think of new ways to make the students do their assignments.
2. The unit plan helps the pupil to learn important generalizations rather than scattered bits of unrelated information which will be quickly forgotten.
3. Class lessons are less monotonous and discipline problems do not arise so frequently.
4. Class discussions become more lively and more real and pupils learn to work together better.
5. Better provision can be made for individual differences.
6. Habits of reading extensively, of using the library, of helping others, of responding to the suggestions of others, of expressing one's self clearly and forcefully are formed.

Difficulties of Unit Teaching

1. More planning, especially more intelligent and detailed planning is required of the teacher.
2. Lack of supplementary material may be a drawback in a specific school or classroom.
3. An overcrowded classroom or one with immovable desks may make moving around and various activities hard to handle.
4. Unit teaching makes greater demands on the ingenuity of the teacher and sets a higher standard of performance.

Is There a General Plan?

Is there any unit plan which the teacher can follow step by step until she is more sure of her unit teaching? There is no unit plan, or indeed any other method of teaching, which should be followed slavishly, but J. G. Umstadtd's *Integrated Unit Procedure* seems to fit the need of the typical Catholic school. It presents four steps.

1. *Introduction and Attack.* This corresponds to the initiation phase described previously. In a two- or three-week unit this would last only one or two lessons.

2. *Study and Work.* This is the developmental phase. Reading of references, collection of data bearing upon the unit, informal discussion, brief reports on difficulties encountered, check tests, use of maps, charts, models, slides, and library trips will make this a well-organized period in the hands of a capable teacher. Under her intelligent and tactful guidance the students will be more than passive listeners, and individual abilities will be encouraged by her enthusiasm.

3. *Integration and Application.* This corresponds to the culmination phase. This is essentially a discussion period in the social studies. The discussion periods form or furnish opportunities for expressing one's opinion convincingly and courteously, for practice of tolerance for the opinions of others, for co-operation and participation under a student chairman, for correction of wrong attitudes by social disapproval of the group as well as by teacher explanation. Individual reports, addition of information, and application of information to present-day living, where possible, make the days of this phase (about three in a three-week unit) profitable and give the students a feeling of successful achievement.

4. *Appraisal of Outcome.* The final period corresponds to the evaluation phase. It provides for a review and final summary, a final check for errors, omissions, and misunderstandings, listing of worth-while results in terms of habits, attitudes, appreciations, or useful information, and measurement of growth. In the social studies, the teacher will subjectively appraise such outcomes as good citizenship, high ideals, honest service, and improvement in desirable forms of conduct as well as test objectively for mastery of content.

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Teachers and the Curriculum for Shop Courses

Rev. Joseph A. Coyne, O.S.A.*

THE most important factor in the framework of the school is the teacher, and that goes for all kinds of education — elementary, preparatory, vocational, and collegiate. The most modern school with the most expensive furnishings and the finest equipped shops and laboratories will go for naught if the teacher is not qualified.

Besides the formal training, i.e., teacher's college, academic degrees, major subject of work, etc., there are some "intangibles" that cannot be measured accurately by any educational yardstick. These intangibles may be classified under the general headings: aptitude, attitude, and enthusiasm. It is important to keep these three characteristics in mind, particularly if a religious community is planning to train its own members for any phase of vocational education.

Aptitude for Shop Teaching

Aptitude is the natural or acquired ability to perform tasks with a certain amount of ease and grace. Actually by means of standard tests one's natural abilities can be indexed and determined. This is not exactly what is meant by the definition. For example, in order to conduct a shop or a laboratory course the teacher must not only have the necessary credits; he must also be a good housekeeper. A well-equipped shop or laboratory can be ruined by a poor housekeeper, and conversely the poorly equipped shop or laboratory can be made to sparkle under the direction of the teacher who is the good housekeeper.

The Teacher's Attitude

Attitude is one of those intangibles that cannot be measured but can easily be discovered after a short period of observation. Any teacher not having the proper attitude toward vocational education is out of place in a shop. Attitude is the good will toward the job and all things connected with it — willingness to learn; adjustment to circumstances; ability to become part of a smoothly working team.

The Teacher's Enthusiasm

Enthusiasm: the root is from the Greek word *theos* meaning God; at one time it meant religious fanatic, now its accepted meaning is

zeal or earnestness. The most zealous teacher is one who possesses the virtue of *patience* and the earnest teacher is the one who *loves children*. These intangibles are necessary qualities for the good shop teacher.

Training Teachers

Religious communities wishing to train their own members for some phase of industrial or vocational education must send them to some nonsectarian college for the necessary professional teacher training — because there are no colleges under Catholic auspices offering a complete program in any type of teacher training for industrial arts or vocational education.

There are ten Catholic colleges which offer courses leading to engineering degrees. They are: The Catholic University of America; The University of Notre Dame; The University of Dayton; Marquette University; Villanova College; Santa Clara University; The University of Detroit; Gonzaga University; Manhattan College; Seattle College. These colleges could very conveniently arrange to offer a curriculum in industrial arts that would be suitable for teacher training — if the demands would warrant it.

Special mention should be made of two Catholic colleges offering specialized training for prospective teachers.

1. Parks Air College, St. Louis University, located in East St. Louis, Ill., offers a complete program in all types of aeronautical training.

2. Lewis College of Science and Technology located in Lockport, Ill., is owned and operated by the Catholic Youth Organization of Chicago. It offers extensive courses in aeronautical training. It is in the process of setting up a curriculum for teacher training in industrial arts, the first year of which is in operation.

There isn't any Catholic college in the United States offering a course in agriculture. The lack of leadership in vocational education on the part of Catholic colleges reflects itself on the high school level.

For those interested in information for hiring qualified shop teachers consult the following:

1. Teachers' agencies, listed in the classified telephone directory and advertised in professional journals.

2. Placement service for industrial arts of the State University and other colleges.

3. State director for vocational education.
4. N.C.W.C. Department of Education Teacher Placement Service, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Applying these general suggestions to a particular problem; in the State of Illinois for example:

1. There are nine teacher's agencies listed in the classified telephone directory.

2. (a) University of Illinois: placement service department of industrial arts; (b) state teachers colleges (there are about six located throughout the state); (c) Bradley University; (d) Parks Air College; (e) Lewis College; (f) outside State of Illinois: Stout Institute, Menomonie, Wisconsin, is a college devoted exclusively to teacher training in industrial arts. Pennsylvania State College, State College, Pa. These latter two schools are mentioned because of their reputation for excellence in teacher training.

The Teacher's Pay

A most important consideration in hiring a teacher is the question of "take home pay." In the light of the Church's teaching on social justice and the Papal encyclicals on labor, the salary should be determined by the prevailing professional scale. The wage scale means a minimum starting salary in accordance with qualifications and experience with an increment at definite intervals in accordance with proved ability. What is a fair wage for a teacher? Living costs in rural areas are less than those in cities and the location would influence the scale. For eight hours a day, five days a week, 40 weeks a year (September to June) a starting salary would be \$2,600 to \$3,500, i.e., \$65 to \$90 per week — the increase to come after a definite period of time and satisfactory work. Don't trust to memory in making verbal agreements in money matters. Do things in a businesslike way and have the terms of the agreement written down in a contract.

There is no substitute for formal training as a teacher. There is no substitute for experience. All the degrees and book knowledge will never equal a few years' actual experience teaching in a shop.

The Curriculum

When a new curriculum is planned that will embrace some phase of vocational education due consideration must be given to the require-

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ments of the state, in which the school is located, and the regional educational accrediting association. The basic requirements are very much the same. There are individual differences in teacher requirements and curriculum for each state. The school itself will have problems of facilities, finances, and teachers. The local community, in which the school is located, should be given some consideration in determining the type of new vocational courses. If the school is located in a large city there would be a need for almost any kind of industrial training and if it is located in a farming community, then the agricultural courses should have preference—however basic wood and metal shops or general shops are very practical and sometimes essential on a farm.

Following is a listing of the five major divisions in vocational education with the courses listed in the order of their usage in the schools.

Business Education

1. Typing
2. Shorthand
3. Bookkeeping
4. Business arithmetic
5. General business
6. Secretarial practice
7. Business law
8. Business English
9. Business machines

Agriculture

1. General agriculture
2. Vocational agriculture
3. Farm machinery
4. Farm workshop
5. Crops
6. Animal husbandry

Industrial Arts

1. Mechanical drawing
2. Woodshop
3. General shop
4. Metal shop
5. Machine shop
6. Electricity shop
7. Automotives
8. Graphic arts
9. Radio
10. Commercial art
11. Aeronautics
12. Refrigeration

Home Economics

1. Sewing
2. Dressmaking
3. Clothes
4. Food
5. Cooking
6. Homemaking
7. Practical home nursing
8. Diet and nutrition
9. Family relations

Distributive Education

1. Merchandising display
2. Salesmanship
3. Buying techniques
4. Advertising and
5. Store organization
6. Know the product and the customers

This latter category would lend itself very nicely to a work and study program; that is, a student taking this course could work a few hours each day in a store and take the corresponding theory in school with the school and store co-ordinating their teaching, the school marks determined by progress in the store and wage influenced by the student's application in school.

The type of a course is to be determined by the objectives. The objection of industrial arts, technical training, and vocational training differ very much. In the general high school

that wishes to introduce vocational education as part of general education the industrial-arts courses are the most commonly adopted. The objectives of a trade school, which is vocational in the proper sense and usually post-high school age level, is to produce a fully trained mechanic. The industrial-arts course strives to impart basic knowledge, habits, and skills.

Subjects and Credits

Subjects in the roster will be of two categories: (1) required, (2) elective. For example, the North Central Association lays down the following scholastic requirements for graduation:

1. English	3½ credits
Social science	2 credits
Physical science	2 credits
Mathematics	2 credits
Modern language	2 credits
2. Elective	4½ credits
	16 credits

To which the Catholic high school adds four years of religion, both doctrinal and functional. To set these requirements into a curriculum for a four-year course would be as follows:

	Subject	Hrs.	Credit
First Year Required	Religion	3	0
	English	5	1
	Algebra	5	1
	General Science	5	1
	Physical Ed.	2	0
Elective	Shop	5	½
	Mech. Draw.	5	½ (4)
Second Year Required	Religion	3	0
	English	5	1
	Geometry	5	1
	Civics	5	1
	Hygiene	1	0
Elective	Drawing	5	½
	Shop	5	½ (4)

Third Year Required	Religion	3	0
	English	5	1
	Physics	7	1
	Modern Language	5	1
Elective	Shops or Drawing	10	1 (4)
Fourth Year Required	Public Speaking	5	1
	American History	5	1
	Modern Language	5	1
Elective	Shop or Drawing	10	1
	Hygiene	1	0
	Catholic Sociology	3	½ (4½)
			16½

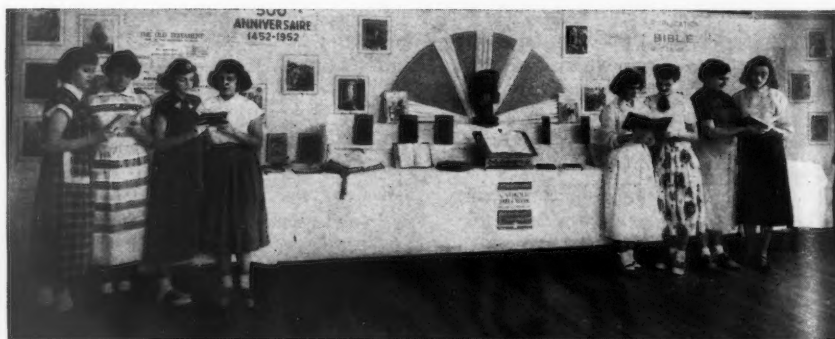
Electives in modern language are: Spanish, French, or German.

Electives in technical subjects are the following shops: wood, metal, machine, automotives, electricity, radio, aeronautics, engines, refrigeration, architectural drawing, machine design.

The syllabus for each technical subject, in the first two years, is principally: drawing, theory, and projects; and for the last two years is: theory, mathematics, and projects. Experience has proved that emphasis must be placed on applied mathematics. This experience comes from a survey conducted among the technical graduates over a ten-year period. The predominant and consistent "cry" was more mathematics, it is necessary, practical, and useful. Incidentally, the modern languages were classified as most useless in gainful employment.

Shop Organization

The best advice that your present writer can give to anyone planning a course in vocational education is to see and study such a course in operation; teachers are most anxious to help anyone asking them. The teachers in the public schools will be most helpful if asked. For shops on the industrial-arts level there is a gem of a book *School Shop Administration* by Arthur B. Mays and Carl H. Casberg, published by Bruce, Milwaukee.



An exhibit for the special Catholic Bible Week in October, 1952, at St. Martin Commercial High School, Somerworth, N. H. Left side of the picture illustrates the Old Testament and right side the New Testament. French and English Bibles were displayed and sold.

Practical Aids for the Teacher

SCIENCE AND TODAY'S YOUTH

*Sister Helene, C.H.M., Ph.D.**

"There is a general impression that Catholic education is concerned exclusively with the liberal arts and philosophy, and that science is patronized and dabbled in only to the extent of a few 'gentlemen's courses,'" writes V. O. McBrien.¹ If this condition does exist, then it is of utmost importance that we as educators become convinced of the importance of science in itself and in its relationship to other branches of study. For it is only on the strength of our convictions that we as educators will be aware of our duty and obligation to recruit and train more potential scientists and to educate the vast number of non-scientists in the correct understanding and use of scientific developments and their impact on society.

According to Ryan "Those who are anxious for the prestige of the Church and the efficacy of her apostolate should consider it a paramount duty 'to form men, in greater number, who devote themselves to science for its own sake, without professional or apologetic aim, who labor first hand to fashion the materials of the scientific edifice and contribute thus to its progressive elevation, to furnish the resources that this labor demands.'" ² The Church needs outstanding scientists just as she needs outstanding doctors, lawyers, and scholars in other fields of endeavor. When science was in its infancy, there were outstanding Catholic men in astronomy, mathematics, physics, biology, and chemistry. We have only to mention such names as Bacon, Pascal, Ampere, Volta, Pasteur, Becquerel, Fraunhofer, Cauchy, Dulong, Galileo, Galvani, LaPlace, and Mendel. Now that science is in the spotlight of human achievements, are we in a position to continue to supply our share of Catholic scientists?

Who Should Recruit?

Science like music cannot be imposed upon an individual. If the student has been gifted with scientific talent, then, like music, it must be cultivated in order to be most productive of results. Cohen emphasizes our duty as teachers in this regard: "Our function as teachers . . . is to help our students to like

science, to enable them to enjoy their science courses fully as much if not more than their other courses, to give them an understanding of what science is, how scientists work, and what science can and cannot do, to show them the effects of science on society and of society on science."³ This duty is not one for the college professor alone. Teachers in our grade and high schools have excellent opportunities to encourage their students to study and investigate little scientific problems according to their varied abilities. Unfortunately the situation becomes a serious one in this regard. The teacher cannot convey interest and enthusiasm unless she herself has at least a moderate supply. It is on this basis that R. C. Swain, vice-president of the American Cyanamide Company, explains the present decline in science majors. This situation, he states, ". . . is partially caused by the lack of well-directed and inspired instructors in our secondary schools. A scientific course can be sheer drudgery unless the subject is made interesting. Too many of our science teachers are only one chapter ahead of their class. A recent state survey showed that over half the classes in biology, mathematics, and the physical sciences were being taught by persons holding neither a major nor a minor in these areas."⁴

The problem is a universal one, and we would do well to investigate the situation in our Catholic schools. We cannot be satisfied in teaching well only the principles and doctrine of our faith. To educate is to teach the whole man—spiritually, intellectually, morally, and physically. Therefore it is important that our Catholic schools offer only the best to our students in all fields of learning. Our Holy Father warns that it should not work a hardship on those who from motives of faith and conscience comply with the requirements of attendance at Catholic schools. Our students should not have to accept a mediocre education. Is it not a valid interpretation of the Holy Father's words to see in this a praise of what is excellent in scholarship under state auspices? In praising the Catholic school system, Pius XII further urges it to "become

excellent" in the kind of education it offers. Our teachers should be "masters of the subjects they expound," and thus we shall "offer young people a rich and solid harvest of knowledge. This is in keeping with the Catholic idea which gratefully welcomes all that is naturally good, beautiful, and true, because it is an image of the Divine goodness and beauty and truth. . . . Do not forget that knowledge and good teaching win the respect and consideration of the pupils for [their teacher]. Thus she can exercise greater influence on their character and spiritual life."⁵

The situation is not necessarily restricted to the grade and high schools. Our colleges might also investigate the situation. "I should like to mention something about chemistry, even though I am not a chemist," writes V. O. McBrien. "It is true that many of our small Catholic colleges have fine chemistry departments. However, the emphasis in most of these colleges is on organic chemistry, probably because of the need to prepare young men to be doctors. Our graduates obtain excellent preparation for medical school, and of course we need Catholic doctors. But at the same time we cannot neglect the important field of physical chemistry, which requires that the undergraduate gain a thorough background in mathematics and physics. The present scientific era has countless opportunities for men who wish to do further work in physical chemistry."⁶

The physical sciences are neglected even in our public schools. According to Glockler⁶ only about 8 per cent of the high schools in the state of Iowa teach any chemistry at all. Approximately 26 per cent offer physics.

Whom Should We Recruit?

Everyone cannot be a successful scientist—neither can everyone be a concert pianist. Certain qualities must be sought in the prospective scientist. Subarsky makes reference to these traits. A high degree of innate curiosity or interest is a first requisite. One cannot spend the long hours required in the pursuit of a research problem unless there is an enduring interest and curiosity. This curiosity stems from a kind of desire we have to know and investigate the truth which is revealed very gradually through research to those who are hunting for God's secrets concealed in the intricacies of nature. From such investigations there naturally arise problems. It is this ability to detect an incongruity or inconsistency that constitutes the second desirable trait of the prospective scientist. Now it is more difficult

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¹McBrien, V. O., "The Need for Catholic Scientists," *America*, CXXV (1946), 241.

²Ryan, Wm. F., "Cardinal Mercier, Man of Science," *The Catholic World*, CLXXIV (Dec., 1951), 194.

³Cohen, I. B., "The History of Science and the Teaching of Science," in *General Education in Science*, Edited by I. B. Cohen and F. G. Watson (Cambridge, Mass.: Harvard University Press, 1952), p. 71.

⁴Swain, R. C., Adams, R., and Kistiakowsky, G. B., "Technical Manpower Shortage Threatens Science and Industry," *Chem. Eng. News*, XXX (1952), 4370.

⁵Pope Pius XII, Counsel to Teaching Sisters, given September 15, 1951, to the first International Congress of Teaching Sisters, NCWC translation.

⁶Glockler, George, "Teaching Chemistry in a Small High School," brochure issued by the Department of Chemistry and Chemical Engineering, State University of Iowa (1951).

and requires more training to offer an explanation for such problems than it is to test proposed solutions in the laboratory. Certain individuals have been gifted with a remarkable power of intuition, that is, of being capable of offering tentative explanations that can be tested by experimentation or by further observation. Contrary to the concept of many individuals, scientific investigations are not mere accidents. Youthful investigators become aware of a necessary perseverance and alertness as requisites for success in their scientific endeavors. "To a few mortals is it given to make breathtaking syntheses. Nevertheless, a degree of creative imagination is called into play in the daily life of the scientist, who, confronted by a problem, must formulate hypotheses and plan experiments to test them."⁷ Another important quality which is highly desirable in the scientist is manual dexterity. The vast amount of laboratory work with its attendant use of complex pieces of apparatus necessitates a certain amount of manipulative ability or mechanical mindedness. Embodied in all these traits is the foremost quality which every scientist must have, namely, integrity.

What Does Science Offer?

To the individual gifted with the talent for scientific investigation there is offered not a life of ease, not an abundance of material wealth, not necessarily honor and success, but "a source of profound intellectual pleasure by gratifying hunger for orderliness, for explanation, even when the explanation is of a temporary and limited character."⁸ What J. J. Becker said in 1669 concerning the chemists may well be applied to all scientists. "The chemists are a strange class of mortals impelled by an almost insane impulse to seek their pleasures among smoke and vapor, soot and flame, poisons and poverty—yet among these evils I seem to live so sweetly that may I die if I would change places with the Persian King."

Unfortunately there is a tendency to view science as an evil to be avoided—the destruction of the human race by atom bombs or, worse yet, by immoral use of scientific devices promoting birth control. Some fear science because of a possible conflict with religion, that science is a steppingstone to secularism. But science is truth, and if the Christian revelation is true, then the discoveries of science can only enhance our belief. Science is, so to speak, a prism through which we see and study of the spectrum of God's truths in the universe. It is a fact that twentieth-century nuclear discoveries have destroyed vast material wealth, but it is like-

wise a fact that vast atheistic prejudices have also been destroyed. Morrissey exalts the scientist by his message "... a Catholic can never be anything but an optimist about the fundamental importance of science and its ever increasing potential value for mankind. Thus scientific research becomes for him an increasing knowledge of God's handiwork; and a scientific career thus offers him the opportunity to know more about God through the reflected glory in His universe."⁹

What About the Nonscientist?

All cannot be scientists, neither can all be concert pianists. The vast majority of mankind can only enjoy the products of music, the products of art and sculpture, and the products of science. There is the human interest element in the social sciences, the aesthetic pleasures of music and art; but what about science? If we are an educated, cultured people, we would scarcely want to accept the fact that scientifically the majority of us are "levertwiddlers, button pushers, and knob twirlers, enjoying but not comprehending the products of the prodigious labors of a comparatively few men."¹⁰ How many educators are there outside the field of science who are thoroughly convinced of the importance of science in philosophy, in social sciences, in general education? Ryan is of the opinion that "if a man would philosophize adequately . . . he must have more than casual knowledge of the vast field of human experience that the natural sciences have opened to our view."¹¹ And again, "Even in the case of St. Thomas, there is no question of a blanket acceptance of all his theories. The doctrine of the Angelic Doctor bears the mark of his time; it must be rethought in the light of the valid finding of modern science and in terms of contemporary philosophical problems."¹²

"Genuine philosophers profit from these [scientific] discoveries in a very special way," says Pius XII, "because when they take these scientific conquests as the basis for their rational speculation, their conclusions thereby acquire greater certainty, while they are provided with clearer illustrations in the midst of possible shadows, and more convincing assistance in establishing an ever more satisfactory response to difficulties and objections."¹³

Cohen bears witness to the influence of science on culture. "Of greater interest . . . in terms of the significance of science in our culture, is the impact of scientific ideas on literature, especially if the scientific ideas are set in an historical frame. . . . Few today

would dare to deny, or ignore, the ever-growing place of science and the fruits of science in our culture and society."¹⁴

Do our modern ideas of culture and a liberal education reflect the impact of science? According to St. Thomas a liberally educated person is one in whom there is a harmonious union of scientist, artist, philosopher, and saint. Conant, himself a scientist, stresses the importance of science in a liberal education. "When literacy could be defined only in terms of language, literature, and history, the task of a college was relatively easy. The 'education around the dinner table' could even in the 19th century, supply the breadth of view we now must seek through a more formal means. Today . . . the cultural background of the students is too diverse, the impact of modern science and scholarship has been far too great. These two factors have required a re-examination of the older concepts of a liberal education. And in no field is this re-examination more necessary than in the natural sciences."¹⁵

Science offers more to the nonscientist than new gadgets and new goods, faster planes and more destructive bombs. "Beyond the esthetic, emotional, and intellectual satisfaction provided by an acquaintance with scientific knowledge," states Dubos, "there is naturally the fact that some familiarity with the processes of science helps the citizen in becoming a more effective member of democratic society. To achieve this end, the citizen need not and of course cannot become himself a trained operating scientist; it is sufficient that he should have some concept of the management of scientific problems."¹⁶

The obligation rests with us as educators of today's youth who will be tomorrow's leaders. We ourselves cannot imbue others with the love and beauty of science unless we have an innate conviction that science has more to offer than destruction of moral and material forces. We would do well to heed the counsel of Pius XII: "... By your research, your unveiling of the secrets of nature, and your teaching of men to direct the forces of nature toward their own welfare, you preach at the same time in the language of figures, formulas, and of discoveries, the unspeakable harmony of an all-wise God. In fact, according to the measure of its progress and contrary to affirmation advanced in the past, true science discovers God in an ever-increasing degree—as though God were waiting behind every door opened by science."¹⁷

¹²Conant, J. B., Foreword in Cohen and Watson, *General Education in Science*, op. cit., p. xiii.

⁷Subarsky, Z., "What is Science Talent?" *The Scientific Monthly*, LXVI (1948), 377.

⁸Dubos, R. J., "Science and the Layman," in Cohen and Watson, *General Education in Science*, op. cit., p. 3.

⁹Morrissey, R. A., "Science and Religion," *The Catholic Mind*, L (1952), 129.

¹⁰Davis, H. M., "Liberal Education and the Physical Sciences," *The Scientific Monthly*, LXVI (1948), 421.

¹¹Pope Pius XII, "Modern Science and the Existence of God," address of the Holy Father to the Pontifical Academy of Science, November 22, 1951, *The Catholic Mind*, L (1952), 182.

The National Universities of Mexico and Peru observed their 400th anniversaries in 1951.

Shall We Teach Advertising?

*Brother Leo V. Ryan, C.S.V.**

Students and teachers alike are victims of the barrage of advertising directed at them through every media of communication. Newspapers, magazines, radios, television, billboards, and bus cards hail new merchandising discoveries and guarantee to solve all the workday worries of mankind. How can an individual evaluate the relentless repetition of the modern commercial? How can the discerning soul separate truth from fiction in modern advertising?

Consumer Education

Consumer education offers a partial answer. An adequate study of advertising techniques provides a more specific solution. Both can be combined into unit studies in advertising which may be undertaken in a number of regular high school business courses.

Advertising intrigues high school students. To understand the general principles of advertising, copy appeal and layout and the elements of sales psychology serve to equip the student—the minor purchaser of today, but the major consumer of tomorrow—with the only safe evaluation of advertising: understanding.

A series of class activities developed within the framework of an advertising unit will arouse enthusiasm, transit knowledge, and alert the observational powers of the students.

When consumer economics is taught as a course, textbooks devote considerable attention to advertising. Similar material may be used in general business. Some schools offer a one semester course in advertising, or integrate the material in selling or retail store management courses. Even where these courses are not taught the Consumer Education Study of the National Association of Secondary-School Principals can be utilized in any social science course. *Learning to Use Advertising*, a unit for high school students, may be secured from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. The unit outlines advertising fundamentals and presents materials which may be used separately or as a part of a broad study of consumer problems.

Analyze Advertisements

Textbook theory is not sufficient. True, it defines the functions of advertising: wide-

spread communication which creates demand, secures premium prices, widespread distribution, and reduced costs, and improves the process of distribution. Texts establish the pattern of sales psychology: attracting attention, creating desire, causing conviction, and obtaining action. To drill and repeat these concepts is not enough to train the young consumer. The theory must be translated into everyday situations. Hence studies directed to newspapers and magazines prove to be an interesting testing ground.

Have the students bring a local newspaper to class and study the volume of advertising. Take each page, count the number of advertisements, classify them according to the two basic appeals. These two appeals are the rational or reason-why approach and the emotional or human interest approach. Tabulate the findings on the blackboard and note how much space tends to sell consumer items, how much represents good will advertising, and how much exaggerates needs or savings. A number of variations may be employed in the local newspaper analysis.

Magazine advertising permits unlimited study of basic copy approaches. Some authorities list six key appeals, others ten. They include such basic appeals as: pride, envy, attraction of the sexes, economy, efficiency, beauty and appearance, comfort and luxury, ambition, safety, and others. Note the first two are capital sins; the third leads to many advertising excesses and evidences of bad taste. These moral considerations should not be omitted from an analysis of advertising presented in a Catholic school. The element of truthfulness and honesty in advertising should be explained. The use of trade puffery and half-truths should be exposed. Knowledge derived from the advertising unit must not be in terms of technicalities alone.

These appeals can be studied by distributing issues of popular family magazines and approaching it on a page-by-page basis. The class may undertake special projects. In the consumer economics classes taught by this writer the development of booklets illustrating the use of ten basic appeals in rational and emotional copy approaches is a major activity.

The twenty ads are collected over a period of weeks, mounted, identified as to the general nature (rational or emotional) and then specified as to their particular copy appeal. The

finished products are prepared according to individual initiative. They are submitted, discussed, and displayed. A prolonged study of this nature contributes considerable to the knowledge and understanding of modern advertising.

Additional study of advertising layout, illustrated by a collection of sample advertisements, may be undertaken. The unit may be supplemented by such auxiliary activities as speakers from advertising agencies, or a tour to an agency. Better business bureau rules for local advertising may be studied. A debate on the relative merits of advertising may be organized. Ad clubs in some cities sponsor annual essay contests for high school students with noteworthy prizes for best essays or advertising projects.

Results of Advertising

The extent of false advertising can be explored. Federal, state, and local legislation on advertising should be studied. A class may undertake to study the effects of a single advertising campaign. The Knights of Columbus have used advertising extensively in acquainting people with the Catholic religion. Copies of the ads, supported by articles from *Columbia* which reports results on a monthly basis, and presented as an exhibit would be a worthy undertaking. Vocational guidance covering advertising as a career can be integrated within the unit study. Advertising Federation of America is currently promoting the first vocational guidance film on advertising for high school students entitled: "Do You Belong in Advertising?" Produced by the Women's Advertising Club of Chicago, the film is distributed by Advertising Federation of America, 330 West 42nd Street, New York 36, N. Y.

Radio and television advertising need not be neglected. Students may write national broadcasting companies or radio and television trade associations requesting copies of their codes, standard practices, and regulations covering advertising over the air waves or on TV. A collection of such codes makes an interesting bulletin board display, or reference collection for the business shelf of the school library.

National magazines in the advertising field, *Advertising Age*, *Printers Ink*, *Advertising and Selling* may be used for reference or in actual classroom teaching. Current events from the advertising world should be introduced into class discussions. The emphasis should be on the preparation of the student through knowledge to understand the role and function of advertising in the marketing process.

These are only suggestions of the wide range of possibilities afforded a teacher who is interested in exploring a field of business activity which is typically American.

*Spalding Institute, Peoria 3, Ill.

Catechism in Stories

Rev. Lawrence G. Lovasik,
S.V.D. *

A Word by the Editor

Father Lovasik, a missionary of the Society of the Divine Word, has prepared these stories to illustrate the lessons in the Baltimore Catechism. Installments have appeared monthly in the *Catholic School Journal* beginning in October, 1952.

The number of the question illustrated precedes each story; the first number in each case refers to Baltimore Catechism No. 1 and the number in parentheses refers to the same question in Baltimore Catechism No. 2.

The stories for each Catechism lesson are preceded by Father Lovasik's brief introduction entitled "Instruction." Each story is followed by the author's "Application" to the lesson.

Father Lovasik's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

QUESTION 37 (69)

THE WICKED CHOICE

A young Catholic girl of twenty had fallen in love with a divorced man who was without character and morality. He ruined her virtue and left her a physical, moral, and spiritual wreck. In her misery she was brought as a charity patient to the hospital of the Sisters who received her kindly. The nun in charge, realizing that there was no hope for the bodily recovery of her patient, tried to save her soul. She spoke to the girl of God and heaven, and of Christ and His love of sinners. The girl was moved. She seemed to turn to God and away from sin with her whole heart. The nun was as happy as the girl was. She gave her a Crucifix and asked her to hold it in her hands before her, while she thought of the great love of Jesus.

One day there appeared at the door of her room the man who had ruined her. He called her by name. At the sound of his voice it seemed as if all the unholy desires which the unfortunate girl had formerly felt came to life again. She made an attempt to leap from the bed. The Sister kept the girl from rising and shielded her from the view of the man who had caused her downfall. She pressed the Crucifix into the girl's hands saying, "Here is your Lover. Look at Him. He will not forsake you."

But the miserable girl wildly flung the Crucifix against the wall and cried out, "I do not want this old Love. I want *him*." With that she stretched out her arms and embraced the man who had ruined her. A moment and the girl fell dead in his arms. The shock was too much for her. At that moment her wretched soul had to appear before Jesus in judgment. Such a death seemed to be the fulfillment of the words of Jesus: "I go, and you shall seek Me. And you shall die in your sin. Whither I go, you cannot come."

Application

This girl's sin was mortal (a) because her action was seriously wrong—she wanted her former life of impurity, which is a serious matter; (b) because she knew it was seriously wrong—the Sister had instructed her, and she had even begun to amend her ways; (c) because she fully consented to the evil—she threw away the Crucifix, rejected Christ, and chose her wicked lover even though the Sister tried to stop her.

*Sacred Heart Seminary, Girard, Pa.

QUESTION 38 (70)

A BIT OF KNIFE BLADE

Many years ago a ship was wrecked on the Irish coast. The captain had the reputation of being very cautious. Nor was the weather so stormy as to explain the wide distance that the vessel had swerved from her proper course. Accordingly, when the ship went down, there was so much interest in the disaster, that a diver was sent below to determine, if possible, the cause of the crash.

Among other things he brought back to the surface the ship's compass. Inside the compass box they found a tiny bit of steel, which seemed to be the small point of a knife blade.

It was concluded and later confirmed that the day before the wreck a sailor had been assigned to clean the compass. In digging out some dirt, he had used his pocket knife, and had unknowingly broken off the very point, and had left it in the box. That bit of knife blade had influenced and deflected the needle to a degree that it became a wrong indicator of the ship's direction. That bit of knife blade had wrecked the ship.

Application

This is a picture of venial sin. Even the smallest sin deflects the soul from its course toward God, and affects the conscience which is the compass of the soul. Such sins sometimes even wreck the soul. Avoid venial sin even though it is a less serious offense against the law of God. It is still an offense which displeases God and often leads to mortal sin. It is a slight breaking of the law of God, but it is not a slight matter. It does not cause spiritual death, but rather spiritual sickness and laziness.

Lesson Seven

THE INCARNATION

"I believe . . . in Jesus Christ, His only Son, our Lord; who was conceived by the Holy Ghost, born of the Virgin Mary . . ."

INSTRUCTION

God did not abandon man after Adam fell into sin. God promised to send into the world a *Saviour* to free man from his sins and to reopen to him the gates of heaven.

The Saviour of all men is *Jesus Christ*. The chief teaching of the Catholic Church about Jesus is that He is *God made man*. Jesus Christ is God because He is the only Son of God; He has the same divine nature as His Father. Jesus Christ is man because He is the Son of the Blessed Virgin Mary and has a body and soul like ours.

Jesus Christ is only *one Person*, and that Person is the second Person of the Blessed Trinity. He has *two natures*: the nature of God and the nature of man.

The Son of God *became man* at the time of the Incarnation. At this time He kept His divine nature, but He took to Himself a human nature, a body and soul like ours. He was conceived and made man by the power of the Holy Ghost in the womb of the Blessed Virgin Mary. This took place on Annunciation Day when the Angel Gabriel announced to the Blessed Virgin Mary that she was to be the Mother of God.

Jesus Christ *was born* of the Blessed Virgin Mary on Christmas Day in Bethlehem, more than nineteen hundred years ago. Jesus had no human father, but St. Joseph was the spouse of the Blessed Virgin Mary and the guardian, or foster father, of Christ.

QUESTION 40 (77)

WILFRED

Wilfred was a great and powerful knight who had fallen victim to the dreadful disease of leprosy. His body, like that of poor Lazarus who lay at the rich man's gate, was covered with sores. He felt very unhappy, thinking within himself, "There is but one thing left for me, and that is to die."

One day he was told that in Salerno there were skillful doctors who could cure him. At once he started out for the beautiful land of Italy to consult those doctors.

"There is no cure for you," they said, "you have to die. The only thing that could restore your health would be a transfusion of a certain type of blood of an innocent child."

Now the poor man was still more unhappy. He thought, "I surely must die. Who would ever give his blood for me?"

Upon his return home he inquired throughout the land. One day a poor farmer, accompanied by his little son who was willing to offer his blood for the sick knight, knocked at his door. The little boy saved Wilfred's life. He was later cured.

Application

The poor sick knight covered with wounds is mankind covered with the leprosy of sin. Like Wilfred, mankind could not be cured except by the blood of an innocent child. Christ is the Child who came to this earth to give His life's blood for us that we might live. Thus God fulfilled His promise to send into the world a Saviour.

QUESTION 41 (78)

DUSTY SANDALS

When Jesus was a little boy at Nazareth, His dear Blessed Mother took the greatest care of Him. There is a legend that every night when our Lady put the Holy Child to bed, she would place His clean clothes and His spotless sandals beside His cot.

Now one morning she was greatly puzzled at finding His sandals and the hem of His robe dusty and spotted with mud. This happened several times, so the Blessed Mother decided to watch. Next night she saw the little Lord rise from His bed, put on His clothes, take a candle, and start down the road that ran past their cottage. All night long He walked the highways of the world and looked for souls. From house to house He went, from palace to cottage, seeking men's hearts, searching for souls. At dawn, His candle still flickering, He returned wearily to bed, His sandals dusty and His heart heavy because so many men had forgotten their God.

Application

Jesus, the Saviour of all men, still lives with us in His little tabernacle home. He searches for souls to love Him, but many pay little attention to Him. Till the end of the world He will go about seeking souls, drawing them by the power of His grace. Try never to refuse Him your love, because as your Saviour He deserves it, and you owe it to Him.

QUESTION 42 (79)

THE YOUNG KING

There is a story of a young king in olden days who really loved his people, and was grieved to know how much they suffered from hunger and cold and sickness. He did what he could by gifts of clothes and food, but his people did not seem to care.

"It's no use telling the King our troubles," they would say. "He could never understand what it is to work or to be hungry and cold."

The young king felt discouraged and went to a wise old man of his kingdom to seek his advice.

"How can I win the confidence of my people?" he asked. "I want to show them how to put an end to some of their sufferings, and help them to bear the others bravely, but they do not know their king loves them. Tell me how I can make them understand."

"There would be only one way, I think, Your Majesty."

"Tell me, for God's sake."

"If Your Majesty could go and live among them, not as king, but as one of themselves."

That night a man dressed in poor clothing left the palace. No one knew it was the king, and no one knew his secret but the old man and two trusted servants. People thought the king had gone on a journey to some faraway country. But for months he lived in a poor hut in one of the towns. He lived and ate and worked as a peasant; he tended the sick and aided the workers. The people around him soon got to love him and came to him for help and advice. They were sorry when he had to say good-by to them.

When he came back to the palace and once more went among the people as he did before, he was soon recognized by those who had known him as a laborer. The story spread, and from that time on his people loved and trusted him because he had shown that he loved and cared for them to such an extent that he had even become one of them.

Application

Jesus loved us so much that He became one of us. Though He was God, He wanted to become man. He lived and worked and suffered like us. We should go to Him with great confidence, because He understands our needs, since He is man. He can help us in our needs, He is God.

QUESTION 43 (82)

QUESTIONNAIRE OF JESUS CHRIST

Name: Jesus Christ.

Age: 30.

Parents: Mother's name — Mary. Father — My heavenly Father.

Brothers and sisters: Every human being, living, deceased, and to be.

Race: Human race (not Latin, Anglo-Saxon, Teutonic).

Color: The color of all men — black, white, yellow, brown.

Residence: Often homeless. I stay with anyone who will have Me.

Profession: Teacher of higher learning, with degree of G.O.D. Languages? One: prayer.

Employed? Constantly in My work to save souls.

Income: Nothing. I work only for the outcome of every man's life.

Bonds? Eternal ones with every penitent heart.

Education: The one and only necessary thing to know: that the love of God and the keeping of His commandments is the history, geography, arithmetic, and success of every life . . . the highest wisdom in this world.

Application

Today we are often required to fill out questionnaires for jobs, taxes, the census. If Jesus would have had to fill out a questionnaire, it would have looked much like this one. It points out that Jesus Christ is only one Person, the second Person of the Blessed Trinity. Doesn't it also point out the really important things in your own life?

QUESTION 44 (83)

THE DIAMOND RING

A colored slave named Joe, worked on a large plantation for a rich man in the South. Before the master died, he gave his diamond ring to the slave as a token of appreciation for faithful service. After his master's death there was nothing for Joe to do. He left the plantation. All he had was the diamond ring. He did not want to sell it.

About a year later Joe was resting near a well at the roadside. The well was deep and muddy. By some accident he dropped the diamond ring into the well. The poor old man cried pitifully, for he was unable to recover the diamond ring.

It so happened that a rich plantation owner and his son were out driving. They pulled up to the side of the road to ask Joe a question. Joe told his story. The rich man asked his son whether he would like to help Joe get his ring. The young man was very kind and generous. After changing clothes with the beggar, so as not to soil his own, he climbed down into the filthy well, reached into the black mud and brought back the diamond ring.

Joe was overjoyed. He did not know how to thank the young man, who not only gave him the diamond ring, but also his suit of clothes.

Application

You are like the colored slave. The diamond ring is a picture of your soul, the most precious thing you have. You received it from God. You put it in danger of being lost eternally by every mortal sin you commit after the stain of original sin has been wiped away by baptism. Jesus is the rich man's son. Though He is God's own Son, having a divine nature, He put on the clothes of our human nature and became man. He went down into the depths of suffering and into the filth of our sinfulness in order to save our souls. He let us have His garment of sanctifying grace. Jesus is God and Man. He has a divine and a human nature. How you should love Him for being so generous!

QUESTION 45 (89)

TIEN AND LITTLE DRAGON

In China, as in most heathen countries, women are treated

more like servants than human beings. Girls are considered useless and unwanted. Warm quilted clothing in winter is left for boys, but poor girls are left to shiver.

One day a small girl, whose name was Tien, was leading her smaller brother past a Catholic mission school when Little Dragon, that was the boy's name, lost his hat. A gust of wind took it off his head, and they saw it disappear over the convent wall.

"I want my hat," wailed Little Dragon.

"If we go in to get it, the foreign devils will catch us and torture us."

"Just then a nun appeared carrying the hat in her hand. As she went forward to put it on the little boy's head, the children shrank away. At that moment a Chinese nun passed and asked the children to come and see the crib in the chapel. They were not afraid of her as she was Chinese, and they were soon gazing with interest at the crib which was being prepared for Christmas. The Chinese nun told them the Christmas story. She pointed to the statue of the Infant and then at the shepherds.

"Ah," thought Tien, "even the Holy Child was a boy, and only men are allowed near Him." Her eyes filled with tears. "Even here girls were not wanted," she thought sadly.

But just then the statue of our Lady was put into position very close to the Child.

"Tell me about her," pleaded Tien, as she pointed to the figure of the Blessed Virgin.

The nun told the story. It was good news. Tien and Little Dragon came a few months to the mission school after Christmas to hear more about Jesus and Mary. Later they were baptized and made their first Holy Communion together. Then they could both really hold little Jesus in their hearts—and the Blessed Mother was there too.

Application

The Blessed Mother gave us Jesus, our Saviour. Our salvation came through her. After Jesus, she is most important in the Christmas story because she is the Mother of God. As God gave us Jesus through Mary, so we must reach Jesus through Mary because she is also our Mother. This is the surest, shortest, and easiest way to heaven.

Words from: I Talk With Jesus.

Jesus I Believe

S.M.L.O.P.

The musical score is written on two staves. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a time signature of 4/4. The melody consists of quarter and half notes. The lyrics are written below the staff: "Jes - us, I be - lieve That You are pre - sent here, Thank you dear - est Lord For com - ing down to me ;". The second staff continues the melody with similar note values. The lyrics are: "In this Sac - ra - ment With ma - ny an - gels near Make me love you more That ho - ly I may be." The score ends with a double bar line.

A Hymn for Young Children by Sister M. Limana, O.P.

PILATE'S FATAL ERROR

*Sister M. Michaelinda, O.P.**

NARRATOR:

In harmony with the somber mood of Holy Week we present this Passion Play entitled *Pilate's Fatal Error*. The characters are: Christus, Pontius Pilate, Cato and Decius (Pilate's Councilors), Gaius (a Roman centurion), Caiphas, Annas, and Josephus (high priests), Claudia Procula, Jewish citizen, and the mob.

The scene is laid in Pilate's courtroom.

SCENE I

JEWISH CHANT:

Jehovah hath done great things for us.
Jehovah hath delivered us from Egypt.
Jehovah be praised! Ye nations praise the Lord.

[*Pilate and two of his courtiers, Decius and Cato, are conversing.*]

CATO: There seems to be much feasting among the Jews.

PILATE: Yes, it is the Passover. It happens every year. The Jews go up and down the city chanting and preparing for the feast.

DECUS: That monotonous singing gets on my nerves. If they want to sing, why should we Romans suffer? [*Chanting continues.*]

PILATE: I agree with you, Decius, but at least it keeps them busy. I get a rest from listening to their bickering about Roman taxes and government.

CATO [*looking out window*]: It is a peaceful night.

PILATE: Aye, but there is something I do not like about it.

CATO: What dost thou mean?

PILATE: It seems too peaceful. I have a strange feeling, a premonition, that something dreadful is going to happen this night, something I fear greatly.

DECUS: What is it that you fear?

PILATE: I do not know. It is a strange premonition. I cannot go to sleep. It is toward morning and I still have no rest. Here comes Gaius and in what haste he enters this courtroom. [*They are interrupted by a Roman soldier who rushes up to them.*]

GAIUS: Hail! Pontius Pilate!

PILATE: What troubles thee, Gaius?

GAIUS: Noble Procurator, there is a large mob of Jews coming this way. The high priests are bringing forth a Man whom they wish to put on trial.

PILATE: Who leads them?

GAIUS: Caiphas, the chief priest of the temple.

PILATE: Take your men and see that these Jews are kept under control. I will have no riots in the Praetorium. [*Gaius leaves.*]

DECUS [*to Pilate*]: What dost thou make of this?

PILATE: I do not know. It is the feast of the Pasch and the Jews would not start such a turmoil without grave reasons. [*There is a large commotion as the mob brings Christ before Pilate. The Roman officers try to control the mob as they attempt to break through toward Pilate. The high priests are at the head of the mob, and a Jewish soldier leads Christ before Pilate.*]

MOB [*shouting*]: Put Him on trial! He is guilty! He blasphemeth! Put Him on trial!

PILATE: Silence! Why dost thou bring this Man before me at this hour.

CAIPHAS: We have found this Man perverting our nation, and forbidding us to give tribute to Caesar. He says that He is Christ the King.

PILATE [*to Christ*]: Art Thou the King of the Jews?

CHRIST: Thou sayest it.

PILATE [*to courtiers*]: What dost thou think?

CATO: I see no harm in Him.

DECUS: He seems harmless. I see no great wrong in Him.

PILATE [*to priests*]: I find no cause in this Man.

ANNAS: He stirreth up the people, teaching throughout all Judea, beginning from Galilee to this place.

PILATE: Is this Man of Galilee?

ANNAS: He is a carpenter out of Nazareth.

PILATE: Then take Him to Herod for Galilee is of his jurisdiction.

CAIPHAS: As you say, noble Roman. [*There is more noise and commotion as Christ is led away. The soldiers control the mob as they leave.*]

MOB: Take Him to Herod! Put Him on trial for blasphemy! To trial with Him!

PILATE [*to courtiers*]: What dost thou make of this Man?

DECUS: There have been many who have called themselves a king. The Roman state has many times shown mercy to them since they had done no great harm to the government. But this Man seems different. I felt a strange feeling as I watched Him. I felt as

if He were more than a king, a God, perhaps, in His own right.

CATO: They accuse Him of saying that He is the Son of their God.

PILATE: But what is that to us, for the Roman state does not recognize the God of the Jews. There is something about this Man, something I do not understand. [*There is a great commotion as the mob brings Christ back to Pilate. Gaius rushes in toward Pilate.*]

MOB: Back to Pilate! Take Him to the Praetorium! On trial with Him!

PILATE: What is all of this commotion?

GAIUS: They are bringing the Man back from Herod.

MOB: Pilate, execute Him! To trial with Him! To trial!

PILATE: I find no fault in this Man nor does Herod. What accusations do you bring against Him?

CAIPHAS: He has put Himself before Caesar. He has said that He is our King.

ANNAS: He has called Himself the Son of God. He is guilty of death.

PILATE [*to Christ*]: Answerest Thou nothing? Behold in how many things they accuse Thee. [*To courtiers*]: What does thou make of this? He is accused of many crimes, yet He does not speak against those who condemn Him.

ANNAS: Yea, He hath said that He is our King. This man must be mad. Does He dare to invite the wrath of Caesar?

PILATE: He is accused of blasphemy, yet I find no cause in Him. [*To priests*]: I would speak with this Man alone. [*Christ is led before Pilate.*]

PILATE: Art Thou the King of the Jews?

CHRIST: Sayest thou this thing of thyself, or have others told thee this of Me?

PILATE: Am I a Jew? Thy own nation and the chief priests have delivered Thee up to me. What hath Thou done?

CHRIST: My kingdom is not of this world. If My kingdom were of this world, My servants would certainly strive that I should not be delivered to the Jews; but now My kingdom is not from hence.

PILATE: Art thou a King then?

CHRIST: Thou sayest that I am a King, for this was I born and for this I came into the world that I should give testimony to the truth. Everyone that is of the truth heareth My voice.

PILATE: What is truth? [*He then goes before the priests*]: I find no cause in Him; but you have a custom that I release one unto you at the Pasch. Whom will you that I release to you? Barabbas or Jesus that is called Christ?

MOB: Barabbas! Give us Barabbas! We want Barabbas!

CLAUDIA PROCULA [*running to Pilate*]: Have thou nothing to do with this just Man, Pilate. Have nothing to do with Him!

*Nativity High School, Detroit 13, Mich.

PILATE: Claudia Procula, why art thou here? This place is unsafe for thee.

CLAUDIA PROCULA: He is a just Man, Pilate, a just Man. I have suffered many things in a dream because of Him, Pilate. Oh, release him, Pilate. Please release Him.

PILATE: But behold how they clamor for His death. If I release Him I would offend Caesar and there would be a riot among the people. I must punish this Man.

CLAUDIA PROCULA: He is a just Man, Pilate. I think He is a god.

PILATE: How can that be. If He were a god would He let Himself be taken like this? I must consent to the high priest's command.

CLAUDIA PROCULA: Stand up against them, Pilate. Stand up against them. Pilate do thou not commit a fatal error.

PILATE: A fatal error? I must think of my duty to Caesar and to my people. Cato, take Claudia out of here. This place is unsafe. The mob is thirsty for blood. Here comes Barabbas. I must not release a murderer and a robber. The mob will certainly clamor for his death. [To crowd]: Whom will you have me release, Barabbas or your King?

CAIPHAS: Release Barabbas! [Mob continues Barabbas, etc.]

PILATE: What shall I do then with Jesus that is called Christ?

MOB: Scourge Him, crucify Him, etc.

PILATE: Why what evil has He done?

MOB [louder]: Crucify Him, etc. He blasphemeth! He hath made Himself a king.

PILATE [to Gaius]: Release Barabbas and have this Man scourged and brought before me.

PILATE [to Decius]: This man is innocent, but they clamor for His death. I scourge Him that I may seek to release Him.

DECIUS: It is strange how they accuse this Man and yet He does not defend Himself. The high priests have stirred up the people to a point where they will show no mercy to this Man.

PILATE: Yes, the chief priest has complete control over these people. They are as slaves and are bent to do their will.

DECIUS: This mob would rather show mercy to a murderer than to this Man.

PILATE: I sought to release this Man by giving them a choice between Jesus or Barabbas, but they wished me to release Barabbas, a thief and a murderer. This man Jesus has wrought no crime, yet they clamor for His death. I would release this Man openly, but it would start a riot among the people. If I do not punish Him, I may offend Caesar, for this Man has called Himself a king.

DECIUS: I loathe to see you obey the high priest's command.

PILATE: I cannot condemn an innocent Man to be crucified.

DECIUS: Thy first thought must be of your

duty to the Roman state, and not to the high priests.

PILATE: This Man is just. Would it be lawful to condemn Him? [Christ is brought back before Pilate by a Roman soldier. His head is covered with a crown of thorns. The mob again begins to clamor.]

MOB: Here He comes! Away with Him! Crucify Him!

GAIUS: [to mob]: Silence! [To Christ]: Galilean! Stand before Pilate!

PILATE [to soldier]: I asked you to scourge this man. Is there any reason for a crown of thorns?

CAIPHAS: He hath said that He is a king. Does not a king wear a crown. Does not the king of the Jews merit a crown of thorns. [The soldier laughs. The noise of the crowd rises.]

MOB: Crucify Him! We have no king but Caesar!

PILATE: Behold, I bring Him forth unto you that you may know that I find no cause in Him. Behold the man.

MOB: Crucify Him, etc. Away with Him! Away with Him!

PILATE: Take Him you and crucify Him for I find no cause in Him.

CAIPHAS: We have a law. According to the law He ought to die, because He hath made Himself the Son of God.

PILATE: I will speak to the Man again. [To Christ]: Whence art Thou? Speakest Thou not to me? Knowest Thou not that I have the power to crucify Thee and the power to release Thee?

CHRIST: Thou shouldst not have any power against Me unless it were given thee from above. Therefore, he that hath delivered Me to thee hath the greater sin.

PILATE: I find no fault in this Man.

ANNAS: If you release this Man, thou art not Caesar's friend. For whosoever maketh himself a king speaketh against Caesar.

PILATE: Behold, your King!

MOB: Away with Him, crucify Him, etc., etc.

PILATE: Shall I crucify your King?

CAIPHAS: We have no king but Caesar.

MOB: Crucify Him, etc.

PILATE [to servant]: Bring forth a basin of water. [Washing hands]: I am innocent of the blood of this just Man, look you to it.

CAIPHAS: His blood be upon us and upon our children. [There is a great clamor as the crowd drags Christ to be crucified. The Roman soldiers follow keeping some amount of order.]

MOB: To Calvary! To Golgotha! Crucify Him!

PILATE: I sought to release this Man, but they would not have it so. I have sent an innocent Man to His death. There is no wrong in Him. Am I a coward that I could not stand up against the high priests?

CATO: There is nothing that thou couldst have done. It seems as if this Man were destined to die this way.

PILATE: Destined to die? What dost thou mean?

CATO: There is something about this Man. The way He spoke impressed me greatly. The high priest accused Him, yet He said nothing to defend Himself. It seemed as if He wished to die for these people.

PILATE: Then is it possible that this Man could have been a god? Pilate, art thou guilty of deceit? Pilate, why oh why didst thou not follow thine own convictions. Pilate! Woe is thine!

SCENE II

NARRATOR: It is the ninth hour. Jesus has just spoken the seventh word on the cross, "Father into Thy hands I commit My spirit." A hush of silence envelopes Calvary. The God-Man has died for our sins.

[In Pilate's courtroom there is great consternation.]

DECIUS [to Cato]: There has been darkness since the sixth hour. It seems as if there shall be a great storm.

CATO: This darkness came suddenly as if an eclipse of the sun were taking place.

DECIUS: But it is the ninth hour. An eclipse lasts but a few minutes. This darkness has enveloped all Jerusalem since noon.

CATO: I do not like it. It sends tremors up and down my spine.

PILATE: I fear greatly, Cato. I keep thinking of this Jesus of Nazareth.

CATO: The Man that you delivered to the Jews to be crucified?

PILATE: Aye. The Man was innocent. Yet I crucified Him. I killed a just Man. The thought of it does not let me rest.

DECIUS: There is nothing thou couldst have done under the circumstances. The Jews were intent on murder. They had their wish.

PILATE: Nothing? Am I not the Procurator of Judea? Could I not have set this Man free?

DECIUS: If thou didst, Caesar would find fault in thee. Thou didst hear the crimes this Man was accused of. Did He not call Himself a King?

PILATE: There was no crime that He had committed. The high priests wished His death and they have had it so.

DECIUS: If this Man were guiltless, then why did He not defend Himself?

PILATE: I do not know! I do not know! There was no guilt in Him. The Man was just and I had Him crucified. [There is a great earthquake and a storm. Pilate and his courtiers rush to the window.]

CATO: It is an earthquake! The whole earth trembles!

DECIUS: There will be a riot among the people.

PILATE: Yes, many are out in the streets.

Gaius! See that order is kept throughout the city. Order the people into their homes. Do not hesitate to kill anyone who does not obey thy command. [A priest comes running in to the court.]

PRIEST: Noble Procurator! Noble Procurator!

GAIUS: [grabbing him]: Dost thou break in upon your ruler this way. Whom dost thou think thou art, Jew?

PILATE: Let him speak, Gaius!

PRIEST: Noble Procurator, the temple is being destroyed. The curtain was rent in two from the top even to the bottom by shock of the earthquake.

PILATE: What is thy temple to me, Priest? Look you to it! Gaius, lead this Jewish dog from here.

[Gaius pushes the priest out.]

PILATE [to councilors]: Who do these

Jews think they are that they appeal to the Roman Procurator for the sake of their temple.

CITIZEN [enters excitedly]: Procurator, graves have opened, dead men walk the earth.

PILATE: What speakest thou?

CITIZEN: The earth quaked and the graves opened, and many of those that were dead arose and coming out of the tombs, came into the city and appeared to many.

PILATE: Impossible!

CITIZEN: But it is true. Seeing these things we are all afraid. This Man that we crucified is a god. He is the Son of God.

PILATE: Woe is me! Terror reigns in my soul. I have condemned a just Man. I have crucified a god. O Immortal Jupiter, One greater than thee has this day been offended. O Immortal gods, forgive Pilate's fatal error.

Vitalizing Arithmetic With Educational Aids

Sister M. Alodia, C.S.S.F.*

Arithmetic can be vitalized by using instructional aids of four types. Each will contribute immensely to the pupil's learning process. Each will provide a rich variety of experience, which will develop within the pupil the ability to use number meaningfully both in school and in life. Each will develop those attitudes, habits, and insights into number that result from understanding number, and the ability to use number effectively. The four enlivening tools are: manipulative materials, real life experiences, visual aids, and symbolic materials.

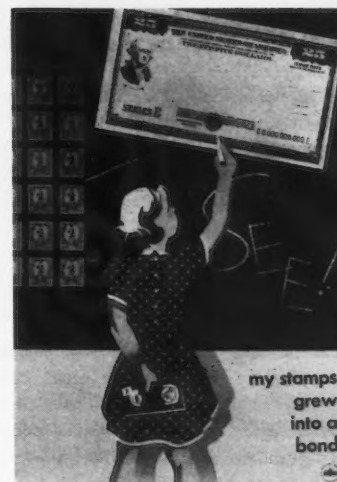
In collecting and classifying these supplementary materials, the teacher should remember that there are two important phases of number—the mathematical and the social. Those aspects of arithmetic that are concerned with number and number processes are a part of the mathematical phase, while those aspects of arithmetic that are concerned with the application of number in everyday life belong to the social phase. These two phases must be carefully integrated so that neither phase receives more than its share of attention. The mathematical phase requires the organization of material found in a good text; the social phase requires classroom discussion based on pupils' experiences. Instructional aids play an important role in both phases. The two are so closely related that it would be impossible to classify them under either one of the phases. We trust that a discussion of the four in-

structional aids will help the teacher to choose those that will best assist her to bring life and meaning to her teaching.

Learning by Using

Providing the children with living-learning situations is the function of instructional aids. The materials for this study are drawn from experiences common to the teacher and the pupil. In choosing them, it is wise to consider the needs and interests of the class which vary from grade to grade. Let us suppose that the teacher wishes to teach a concept concerning quantity. She will propose a problem involving the use of pints and quarts. Her procedure will call for a pint and gallon container and a bucket of water. After presenting the new idea using these concrete materials, she will have the pupils demonstrate that they, too, can use them. The teacher and pupil then proceed to the use of pictures or other semiconcrete materials, and finally they come to the use of the abstract idea. It is the place of the teacher to direct the attention of the pupils so that they may make the desired discoveries.

Rich instructional units give the pupils direct contact with the uses of number as well as an awareness of community problems. The activities undertaken by a class engaged in an arithmetic unit are similar to those undertaken in a directed reading program or social-studies units with whose procedure the teachers are well acquainted. Typical topics that deal with arithmetic are the following:



The social function of taxation
The banking system
Interest on war bonds
Kinds of insurance
Travel problems

Each unit should be planned carefully so that none of the operation of its plans are left to chance. It is evident that a great deal of computational arithmetic will be involved as well as social application of number.

Laboratory Equipment

Since the best visual aid possible is the object itself, the arithmetic teacher will depend upon "laboratory equipment" as much as a science teacher does. It consists of a collection of manipulative materials which are designed to make arithmetic meaningful and useful. Any teacher with a bit of ingenuity can make or purchase the necessary items to supply her laboratory needs. Here is a list of materials which are a "must" in every classroom if the pupils are to gain clear concepts and perceptual images. The equipment is classified according to the chief measurement groups.

Liquid: teaspoon, tablespoon, a graduated measuring cup, pint, quart, and gallon containers.

Length: foot ruler divided into halves, fourths, and eighths; a yardstick; five-foot tape measure; pencil compass.

Weight: peck and bushel measures, scales, and weights. Some good weighing materials are pebbles, nuts, and sand.

Time: clocks with movable hands, calendars.

Temperature: thermometer.

Money: toy coins containing all of the coins in our monetary system.

Volume: colorful blocks used to represent inch cubes.

Area: pieces of linoleum or cardboard to represent squares.

Fractions: circular block divided into thirds, blocks designed to show $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, paper

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plates colored to represent pies and cut into fractional parts which are labeled and placed in envelopes.

The proper use of these materials gives concreteness to abstractions in number, and provides those meaningful experiences that are so effective in teaching arithmetic. By seeing and handling the laboratory equipment the pupils learn faster and better than they would through many hours of observation and passive listening.

Illustrations

Visual aids are another means of enriching the meaning of number. Pictures, charts, graphs, maps, and drawings that help to give space conception are excellent instructional aids. They should be posted where the pupils can easily see them. Good sources of this type of visual aids are newspapers, magazines, and books which deal with social studies. Likewise, the pictures in the arithmetic textbooks can be handy tools providing that they are the functional type; that is, they are to be used in answering the problems on the page. If the picture shows people attending a banquet, one of the problems may ask the pupils to find the total returns, if each person paid \$2.50 for a ticket. The problems cannot be solved without reference to the picture. Under no consideration should a picture be passed over in a casual manner, on the supposition that the pupils by themselves will study and interpret its meaning.

An outstanding job will be done by the teacher who is on the lookout for interesting material on an ability level suited to her group. She is often seen clipping a table, cartoon, or new idea for use in her arithmetic class.

Symbolic materials include the textbook, workbook, test, and quantitative situations which arise in other fields. We have seen how some of these symbolic materials fell into the other categories of instructional aids. And now a word about tests and reviews.

Diagnostic tests are instructive. They enable the teacher to determine the next teaching and learning procedure, and to evaluate what has been accomplished by the child. Once the cause of the child's retardation is recognized, the teacher can proceed to prescribe the necessary remedial work.

Arithmetic Vocabulary

Another helpful aid in vitalizing the arithmetic lesson is the frequent review of its vocabulary. Often mathematical vocabulary proves to be a stumbling block for either of two reasons: the textbook does not give adequate consideration to the usage of mathematical terms or the pupil does not have enough meaningful experience to make certain concepts clear.

To remedy this difficulty the teacher should

keep a list of these words and plan a review or test on them at least twice a month. She should present each review as attractively as possible. She should not expect the pupil to give a memorized definition of a concept. If the child can illustrate the term or use it intelligently in a sentence, he has given a satisfactory indication that he understands the meaning. Likewise, the teacher must provide experiences in which these words could be applied in social situations. Having the pupils find the perimeter of a picture frame or the area of their desk helps to clarify the meaning of these concepts. In any case, vocabulary reviews are expedient if the class is to make progress.

Common Sense in Grammar

No Strenuous Decomposition

Rev. Paul R. Milde, O.S.B.*

About a year ago a student's misspelled account of how "we stranuously (so!) decompose the sentences," appeared in *Clearing House*. It was quoted in an article, belittling, as many such articles do, the analysis and parsing of sentences.

There is no need for such effort in analysis, no need for "stranuous decomposition." For 25 years the author has been using a method of analysis that any child can master; that keeps the sentence together as a whole while indicating the several parts. The method is based on two notions: (1) That each part of a sentence answers some specific question. (2) That the function of the verb, "the word," is to combine these parts.

We need just about a dozen "Question Words" to ask all necessary information. The list is as old as the *Predicabilia* of Aristotle. The function of all communication is to answer questions, asked or unasked. The method does not use all possible question formulae. *Who? What? Whom? To (for) whom? To (for) what? When? Where? How? Why?* are sufficient. *Where?* does duty for *Where at? Where to? and Where from?* And *How?* takes care of *By whom?* and others. Let us analyze several sentences by this method:

1. Yesterday the boys brought me their composition books.

The Question Analysis (as it is called) yields this analysis of the sentence:

Q. A.: Who brought what, to whom, when.
2. When you come, you will be chosen our leader.

The wise use of these instructional aids will greatly assist the teacher in adapting instructions to the needs of all her pupils. She will also find that her arithmetic periods are happy ones because her pupils have found success in the subject which holds interest and meaning for them.

Brownell, William A., "Arithmetic," *Childcraft*, Vol. 19, pp. 72-108.

Fiftieth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1951).

Brueckner, Leo J., "Social Arithmetic," *The Instructor*, Vol. LIII (Sept., 1944), pp. 17-18, 61.

Grossnickle, Foster E., "Your Counselor Service," *The Instructor*, Vol. LII (May, 1944), p. 52; Vol. LVI (Jan., 1947), p. 54; Vol. LVIII (Feb., 1949), p. 60.

Q. A.: Who will be chosen what, when.

3. After much practice, the girl became a skilled operator.

Q. A.: Who became what, when.

4. Pebbles round and smooth he took, From the clear, swift-flowing brook.

Q. A.: Who took what, where.

See what is happening: The Question Analysis substitutes questions for the parts of the sentence, picking up the verb exactly as it occurs and placing it always in the second place. This gives the sentence the logical (natural) order:

Subject — Verb — Complements — Modifiers of the Verb. It becomes a "straight jacket," pinning down the sentence parts in that order. The Question Analysis keeps the sentence together as a unit.

The method is based on the ingrained, logical sense of humankind. A child, of course, doesn't know "all the answers," but no one can deny that he quickly learns all the questions that communication needs in any language. Furthermore, the child is using this Question Analysis, though unconsciously, and keeps it through life as the constant tool of comprehension. For he can be said to understand a sentence fully, only when this analysis, conscious or unconscious, accompanies audition, reading, or mental judgment in the observations of facts.

Test it with a three-year-old. Say to little Barbara: "Because you have been very good, I shall give you a box of candy." And what ear-splitting response do you get; but immediately? "When?" shrieks Barby. That response comes "quick as thought" only because

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Barby knows you have told her "Who will give what, to whom, why." She knows *all the questions*, and therefore knows which have been answered and which have not been answered. Every staccato *Why? When? Where?* etc. of child (or of adult) stems from this simple universal knowledge of possible ideas.

The first step then is to make this unconscious habit of analysis into a rapid, routine, *conscious* response. Rapid, oral presentation of lengthy exercises, each beginning with very short sentences and going into long ones including participles, infinitives, clauses, and poetic forms, will fixate the desired reaction: Hang up this chart; do four or five sentences for the class, pointing to the words on the chart; introduce commands and questions; but keep away from compound sentences.

Chart One

who	what	what	when
what	Verb	who(m)	where
(who)	how	how	how
		to (for) whom	why
		to (for) what	

NOTE: (who) is for "who-understood" as the subject of commands.

Don't bother with grammatical terms. Be satisfied that you are establishing an inflexibly ordered, automatic response. Don't allow "whom, what" in place of "what, to whom." Explain the logical necessity of this order of thought if you wish, without using the terms Direct Object and Indirect Object.

How long is Step One to be continued? Most upper-half pupils of Grade 9 acquire correct response in the *first twenty minutes*. Usually about 20 minutes are taken daily for a week or so according to the needs of the slower half. In elementary grades, work could be begun anywhere and carried on for five to ten minutes daily for a whole grade as a basis for the introduction of grammatical terminology the next year. Four-year-olds can master this first step without much trouble.

The Second Step is the learning of the terminology of the parts. A second chart is used, providing these headings to the groups given above in Chart One:

At first the only terms used are Direct Object, Subject Complement (Predicate Word), and Indirect Object. Twenty sentences can be duplicated on an ordinary page, leaving room for the student's written analyses and labeling. The letters S, V, DO, SC, MV are placed beneath the parts of the analyses as he writes. He soon learns that the type of sentence depends on number and kind of complements.

The distinction between Direct Object and Subjective Complement is made clear by insisting that the Object is the *Subject's*

Chart Two

Subject	Verb	COMPLEMENTS		Modifiers of the Verb
		Primary	Secondary	
		Direct Object DO	Indirect Object IO	
		Subjective Complement SC	Dative Complement . . DC	
			Objective Complement OC	

Analyzing a Sentence

Analysis:	Who	had made	what,	for whom,	how.	
Labeling:	S	V	DO	IO	MV	Type: "2"

object, whereas the Subjective Complement is the Subject or describes it. "The DO is a Different thing; the SC is the Same thing," is the slogan used. The drills bring in the exception to this slogan when "self-words" are complements, as in "The hunter shot himself."

In the exercises non-sentences are interspersed. After each analysis and labeling of parts the sentence type is marked in a parenthesis. Answers used are "N" for Not-a-sentence; "O" for one with O complements; "/" for a one-complement sentence; superimposing D on the /, if complement is DO, and S, if it is SC; "2" for a two-complement sentence, Direct Object and Indirect Object. Notebook pages of study material and completely analyzed lists of sentences are given out for study. Exercises are collected after 20 minutes and rated on the number finished so that the slower workers will not be pen-

alized. A typical sentence would be answered thus:

Sentence: "With his usual kindness Jerry had made his brother a cool lemonade."

The final group in Step Two includes the Objective Complement type, and the Dative Complement type (He is kind to me), and soon gives way to the consideration of Complex and Compound Sentences. On the way, diagraming, participles, infinitives, parts of speech, are covered, making in all a year's work. The aim is to confine the work to an average daily 20 minutes of easy, rapid, animated work in grammar.

The pupils like it lively, alive, free from "decomposition." Even in diagraming, the insistent direction is that the words of a group be kept together. Thus, whatever "strange decomposition" takes place is at the very lowest level of the occasional child who does not belong in any class.

A GEOGRAPHY PROJECT

*Sister M. Sophie, O.M.**

The study of United States geography in the elementary grades can be made very interesting to both teacher and pupils by the exchanging of letters with children of the same grades in other states. The following project was worked out last year by my fifth graders in McDonald School, Saint Anne Parish in Manchester, N. H.

Discussions with the class led to the decision that an exchange of letters and of a variety of materials would be an interesting project for our geography course. Pupils volunteered to gather materials, such as folders, pictures, post cards, and booklets giving information about their own state of New Hampshire. By sending these with their letters it was hoped that the "Pen Pals" in other states would do likewise and thus add interesting and informative material for the study of the sections of the United States in groups outside of New England.

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Information by Letters

This preliminary work, it was decided by the pupils, would be carried on for a few days, during which time the class would give consideration to the friendly and informal ways of introducing oneself in a letter of this kind, written to unknown pupils in another school and in another section of the country. These talks with the pupils gave excellent opportunities for reviewing the technicalities of letter writing as well as for hearing and incidentally correcting some of the expressions which are part and parcel of the spoken vocabularies outside of the classroom.

The little extra time which was used in the collection and preparation of materials was well repaid by the enthusiasm with which the children worked to learn more about their own state and then to exchange letters and materials with children in other schools throughout the country.

The Holy Childhood Magazine containing

addresses of Catholic schools by dioceses was used to obtain names of schools which could be chosen in each group of states. The five states surrounding our home state in the New England group were the first to be included in our letter-writing project, and so names of schools and their addresses were taken from this list.

In a few days post cards, folders from the chamber of commerce, newspaper pictures, and sample products were brought in by the pupils. Through a relative of one of the pupils, a carton was received from the state forestry and recreation department which contained a wealth of material locating and describing summer resorts and winter recreation spots in our state.

Our Beautiful State

This project, so willingly and eagerly developed by the pupils, gave excellent opportunities to stress *their relation to God* in the appreciation of the natural gifts of beauty and of provisions for life; of *relation to their fellow men* in the sharing of these gifts and products in New Hampshire; and of *their relation to nature* in the care and preservation of so many wonderful gifts bestowed upon their own state.

When the children felt that enough material had been brought in and that they were a little better prepared to write letters of this kind, the letter-writing period of the class was used for this purpose. The five best letters were chosen, due consideration having been given to the factors of interest, variety, amount of information, and to good appearance in penmanship and arrangement. The letters were not corrected then. Mistakes in the technicalities of letter writing were used as basis for further helps to be given in the language periods. The five letters chosen were mailed to the neighboring states of New England, and the answers were eagerly awaited.

Even a Race Track

The first replies were received with great enthusiasm, and immediately the children prepared a large envelope of materials and sent this to the school which replied. This was done with each of the five schools, for all replied and showed eagerness to carry on the correspondence. Very soon after, the mail brought an exchange of booklets and of pictures, together with samples. Among the latter were samples of raw tobacco, Spanish moss, a small Seminole Indian basket, and beautiful pictures of cities, state flowers, state birds, and, in one case, the picture of the state governor. There was little need of stressing the fact that the industries of a section were dependent upon the type of soil, the surface, and the climate. The children's letters invariably mentioned the occupation of their fathers and the pleasures which were afforded to them by

recreational activities. One child who wrote from a school in the South said he wondered how we heard of that small place. However, he noted that the race track was well known and was in fact the reason for the prominence given to that very small place which he said would not be able to plan for the new school then in progress of building if it had not been for the business brought into the place through the races. In not a few instances, the letters contained statements which boasted of the historical significance of the state through its contributions to the welfare of the country, industrial and educational.

Home of Presidents

A letter from Ohio read: "The Buckeye State has a record to be proud of. Seven presidents were from Ohio. They were Ulysses S. Grant, James Garfield, Rutherford B. Hayes, Benjamin Harrison, William McKinley, William Howard Taft, and Warren G. Harding."

One from Tennessee described the Cotton Carnival. "Our State is the home of the Cotton Carnival. This is a big affair. It is held every year in Memphis on the Mississippi River. It is much like the Mardi Gras of New Orleans. Boats beautifully decorated steam up the river, elaborate floats parade over the city with King and Queen Cotton and attendants, and everybody enjoys a holiday."

Just at the height of the smelting season, an interesting letter came from a school in northern Wisconsin. It was all about the smelt run; something with which our children were not familiar. The child wrote: "The

smelt run is on and here in our town everybody is running around trying to get buckets, cans, cartons, or anything to hold the smelts that are being taken out of the river. Down at the bridge that crosses our main street everyone who can possibly get near the water is hauling out smelts by the hundreds. Most of them will be shipped away frozen."

The children prepared exhibition boards for the exchange letters, maps, pictures, and sample products, so that all had the chance to examine and re-read the letters at leisure.

Co-operative Groups

Because our project was intended to include all states, it was necessary to have the children arrange themselves in groups, volunteering to get all the information possible upon the one topic for that group. One group chose the cities of our state, another the mountain and lake regions, and the third, the seacoast regions. Trips to historic buildings, to the chamber of commerce, to the public library, to mills, and to other industrial plants all came in for attention from one or more of these groups. Our outgoing letters were written on school paper and mailed from the school; the writer, however, giving his home address in the letter.

This project was found to be highly profitable for children of this age. It formed and strengthened the habit of noting pictures and accounts of events and activities, the latter varying with the seasons. It certainly helped them to know through experience what it is that makes letter writing and letter reading interesting and worth while.

Mother Visits the Kindergarten

Margaret M. Brine

The Parent-Teacher Association has become a part of every up-and-coming school system. Once the Association is accepted it is important that it be rewarding for both parent and teacher. This can be accomplished best by a careful planning of the meetings to which the parent is invited.

In these days of great unrest for the young child, due to the numerous distractions including television, radio, and movies, it is important that the teacher through the parent be informed as to the attitude which the child exhibits toward his school life. It is important also for the parent to know from the teacher the attitude the child displays while in school.

It is natural that the parent is concerned, not so much with the attitudes the child develops as with the results in the learning

process. In many ways this is unfortunate, for the educative process should lead to the development of the "whole child." The parent, it is evident, also overlooks the subject matter that is put before the child and the philosophy behind the presentation of the material.

Demonstrate the School

So the Parent-Teacher Association may well serve as an opportunity to acquaint the parent of the aims of the teacher and not merely a time for the parent to register complaints or vice versa for the teacher to get in her word as to the wrongdoings of the child. It is at the kindergarten level that many a parent for the first time finds herself or himself taking an active interest in the school life. The parent has placed her child into the hands

of the teacher. It is at this moment that the school has a golden opportunity to place before the parent the realization of the importance of the attitude the parent is to show toward the school life of the five-year-old Johnnie or Mary. The entire school life may depend on these beginnings.

With this in mind one kindergarten teacher planned that her first meeting with the parents would afford her the privilege of making them aware of the value of kindergarten training. She wished to dispel from their minds that kindergarten was a place to park the young child and give the parent freedom. She wished to make the parent realize that kindergarten was not as one mother said "a place where the children play all day." No, Miss L. the kindergartner, planned that her program would be the means of informing the parent of the content of the daily schedule and the educational philosophy behind such training.

A Day in Kindergarten

Miss L. discovered in the corner drugstore, among the 25-cent editions, a book entitled *Jerry Goes to School*. Around the content of this book Miss L. planned the program for her first Parent-Teacher meeting of the year. The book was attractively illustrated with pictures portraying the cycle of Jerry's first day in kindergarten. The teacher removed the illustrations from the book and mounted them on large white newsprint. Beneath the picture she printed the educational philosophy behind the experiences that Jerry had on his first day in school. These exhibits were hung about the room in an orderly fashion so that the parents could follow through the daily kindergarten program. The following is what the parents saw and read:

1

Picture: Jerry getting dressed for school.

Remark: The kindergarten attempts to give the five-year-old an education appropriate to his stage of development.

2

Picture: Jerry enters through the schoolyard into the big red school.

Remark: Kindergarten gives an adequate development of physical, social, and emotional attitudes.

3

Picture: Mother talks with the teacher, then she says good-by.

Remark: For the first time the child has left the shelter of his family.

4

Picture: The teacher helps Jerry find a chair; she calls all the names of the children.

Remark: Probably for the first time the child mingles with a group of his contemporaries.

5

Picture: Jerry helps give out blocks. What

color are these? The teacher holds up two blocks.

Remark: The children develop motor coordination, extend their knowledge of life in the world, enlarge their vocabulary.

6

Picture: The children enjoy rhythms.

Remark: Children are naturally interested in experimenting with sound and rhythm. They love to sing and dance.

7

Picture: Jerry experiments with scissors and paper.

Remark: A rich fund of new ideas is gained. Ability to reproduce simple forms is important.

8

Picture: Jerry paints at the easel.

Remark: To enjoy self-expression, to develop manual dexterity, and to develop creative ability is important and leads to good work habits, orderliness, independence, and initiative.

9

Picture: Jerry plays games in a ring with the children.

Remark: Games lead to a happy, healthy environment and friendly social relationships.

10

Picture: Jerry's mother is waiting for him at his own front door. Jerry calls out: "I have

lots of friends and it is lots of fun to go to school."

Remark: The purpose of education is to cultivate in the largest number of our future citizens an appreciation of the responsibilities and benefits which come to them because they are *Americans and free*.

The parents moved about the kindergarten room showing interest in the pictures and remarks. Then, as was the custom, the parents were invited into the auditorium. To the surprise and delight of the parents of the kindergarten children, the story *Jerry Goes to School* was dramatized by the children. The activities of a kindergarten day were acted out by the youngsters. To rhythmic music they danced about proving that they enjoyed and had a natural response for rhythmic music. They sang heartily and joyously; they painted at easels; they squatted on the floor of the platform and with big bright colored crayons, they drew gay pictures on large white newsprint. Forming into a large circle they played social games which demonstrated how games lead to a happy, healthy social relationship.

When the program was ended there was no doubt in the mind of any parent but that the purpose of education even in the first year of school life leads toward molding children who in the future will be responsible and loyal citizens.

Schoolroom Surprise Gardens

Esther Miller Payler

If you have a sunny window or windows, and your class likes surprises, what could be more fun and painless learning, than surprise gardens? They may be individual or group projects. Here are some ideas which have been used in classrooms.

In one fourth-grade class, each pupil brought something from home, and was responsible for one container. Some brought grapefruit, lemon, and orange seeds which were planted one half inch deep in good soil. Date, olive, and avocado seeds were planted also. These take longer to germinate, but the exotic plants which result, are well worth the trouble.

A Sponge Garden

One second grade, had all sponge gardens. Each child brought a sponge, some seed, and a saucer from home. The sponges were thoroughly soaked. Then Kentucky Blue Grass or Black Seeded Simpson lettuce seed were planted in the holes. The sponge was set in the saucer of water. A crop of grass

and lettuce, covered the sponges and the children delighted in trimming them.

A thin slice from the top of a pineapple will grow a miniature rosette of leaves. Sprouted beets, carrots, turnips, are made by cutting a half-inch slice from the top of the vegetable and placing it cut side down in a saucer of water. The carrots will make a pale green, feathery plume of growth, the beets will have red stemmed leaves, and the turnips will have green curls. Another vegetable surprise is the sweet potato. If planted in a jar and the bottom half of the tuber covered with water, heart-shaped leaves will grow profusely and the vine may be trained to spin around sticks, and around windows.

A Climbing Garden

An old nail keg, or any small wooden barrel, can be made into a climbing garden, if large holes are bored in it and then it is filled with ground. On the bottom should be a layer of gravel or cinders for drainage. Plant morning glory, trailing nasturtium, wandering

jew, or ivy in the holes in the keg. If you cannot secure a keg, a vase with many holes and pockets will serve the same purpose. Often large ones of cheap pottery can be bought for a small amount.

Halves of coconut shells, with holes bored in them and hung from colored cord make good hanging baskets. Flat tin cans, or larger tin cans, cut in half, and painted in bright colors, with holes bored in them for ribbon to go through, make nice hanging baskets. A third grade made these for mothers' Christmas gifts.

A Terrarium

Terrariums are a whole garden in one dish. Use any clear glass container—a fish bowl, large glass, or jar. One class studying Japan, used a large old square aquarium and made a miniature landscape which was copied from pictures in the *Geographic* and other magazines. When making a terrarium, line the container with damp moss. Add from one to several inches of soil, depending upon the size of the container. The soil should be pulverized. Into this push plants, twigs, and clippings from house plants, gardens, woods, or florists. Small sedums, ferns, and seedlings are good. By using different sizes, colors, and kinds of plants, you can make a complete landscape. Use spoons or tongs to help place the plants. Cover the container with a piece of glass to keep in the moisture. Dolls and china objects may complete a scene. A terrarium needs no watering.

Button gardens are not only a novelty, but make unique Christmas or Mother's Day gifts for the pupils to make. Choose a large but-



An Easter Greeting Card

Sister Teresa Margaret,
Carmel, D.C.J.*

Half a sheet of construction paper will do for this card. First fold it in half, then place a cross, cut from nonporous paper in the center. With a piece of cotton, dab tempera paint (dry), or powdered chalk around the cross. Be sure to use a color that will blend with the color of your construction paper, and dab heaviest just around the edges of the cross. When finished, remove the paper cross, and print greetings, or paste a lily in the stenciled cross on your card. Inside you may print a verse and sign your name to complete the card for Mother or Dad.

*Carmelite Center, San Antonio 2, Tex.

ton. Cover one side with modeling clay. Press a layer of damp moss on the clay. If it is not convenient to have moss, moist soil will do. Into this press small sprigs of plants and twigs and evergreens, to make tiny landscapes, or a flower arrangement by using small flowers. Dried flowers may be used. If the garden is made of green plants and flowers, water it with a medicine dropper.

Why not try a surprise garden in your school room?

according to the size of the respective groups. A special information booth will be set up to facilitate the finding of rooms and booths.

Besides speaking, some of the features will include movies, filmstrips, tape recordings, slides, and booth displays.

Letters were sent out to colleges, religious organizations, branches of the service, and other groups informing them of the new Futuramic Convention and asking them to send speakers, displays, and literature. The following have volunteered to send displays: The Paulist Fathers, Servite Fathers, Medical Mission Sisters, Crosier Fathers, Montfort Fathers, the Holy Ghost Fathers, and the University of Notre Dame.

Some colleges who are sending speakers are: Marietta College, Ursuline College, and Notre Dame College of Cleveland, St. Mary of the Springs of Columbus, the University of Dayton, Seton Hill College, St. Elizabeth's Hospital School of Nursing, and Mercy Hospital School of Nursing.

The following speakers are coming and are also bringing displays: Rev. Maurice Quinn, Columban Fathers; Rev. John H. Wilson, Holy Cross Fathers; Rev. Francis Hoffer, Franciscan Fathers; Rev. A. Rentko, Society of the Divine Word; Rev. Lawrence Schmul, Marist Fathers; and a symposium of the Sisters of the Holy Humility of Mary in which a postulant, a novice, and a professed Sister will take part.

C. W. Gehrum of Republic Steel and Messrs. Borden and Ross of Timken's will represent industry. Sgt. Melvin J. Miller from the U. S. Army and Air Force recruiting station, Sgt. John E. McLaughlin, Marine Corps recruiter, and either Donald E. Saddler TM1 (SS) or Joseph Zamaria EN1 (SS) of the U. S. Navy recruiting service will also speak.

A Special Vocational Convention

The March issue of the CATHOLIC SCHOOL JOURNAL contained an announcement of a "Futuramic Convention" to be held at Central Catholic High School, Canton, Ohio. The February issue of the school paper described this convention as follows.

Sponsored by the Sodality of Our Lady of Lourdes, the first Futuramic Convention will be held at Central Catholic High School on March 31 and April 1.

The Futuramic Convention is a new idea designed to eliminate the flaws in the previous system of presenting to the students information concerning vocations and future occupations. In past years speakers came without warning throughout Vocation Month and sometimes throughout the whole year, thus disrupting classes and schedules.

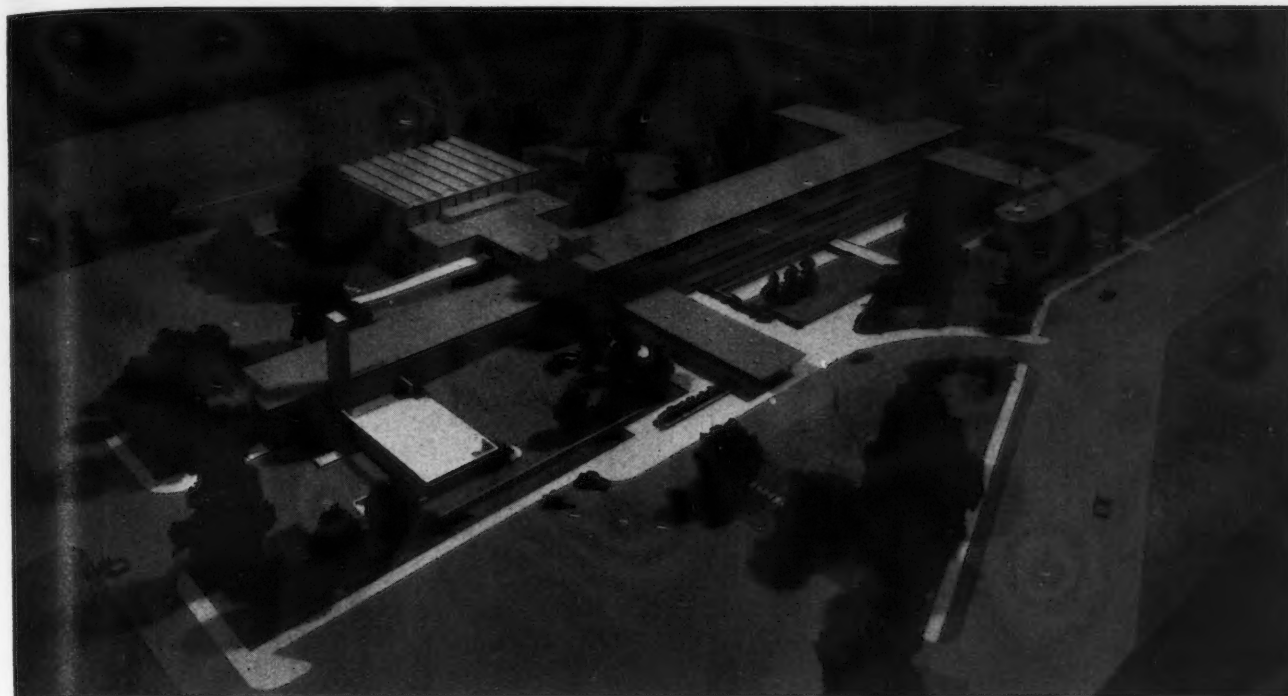
The purpose of the Futuramic Convention is to concentrate the activities so that almost undivided attention can be given to them, and so that class interruptions will be within the span of the convention.

The convention will open with a Mass of the Holy Ghost on the morning of March 31 through which the members of the faculty and the students will beg God's graces on the convention itself and aid in the choice of vocations for all of the students. A special opening address will be given immediately after the Mass.

Convention booths will be set up in the gymnasium, which will be transformed into a convention hall for the two days mentioned above. Material submitted by various colleges and organizations will be displayed in these booths.

Special group sessions will be provided at designated times during the morning and afternoon of both days so that speakers from the various organizations can give the students who are interested more detailed information and advice.

An opportunity will be provided for the students to register for the groups of their own choosing and rooms will be provided



Model of Bishop Du Bourg High School, St. Louis, Mo., designed by Joseph D. Murphy and Eugene J. Mackey, Architects, St. Louis. On the right is the street and driveway leading to the school parking space. Just behind the parking space is the out-door assembly space with stage. Later an auditorium will be erected on this site. Under the stage is the boiler room.

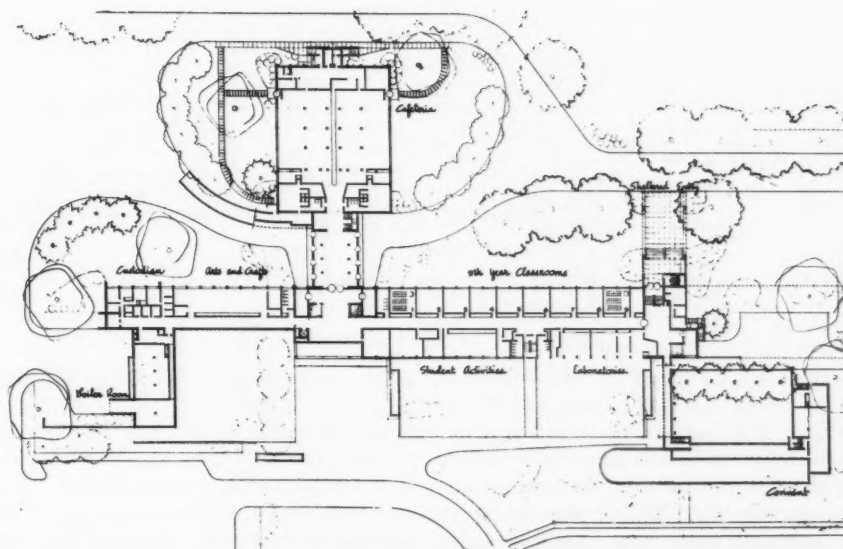
Bishop Du Bourg High School, St. Louis, Mo.

The Plans Are Complete for Present and Future

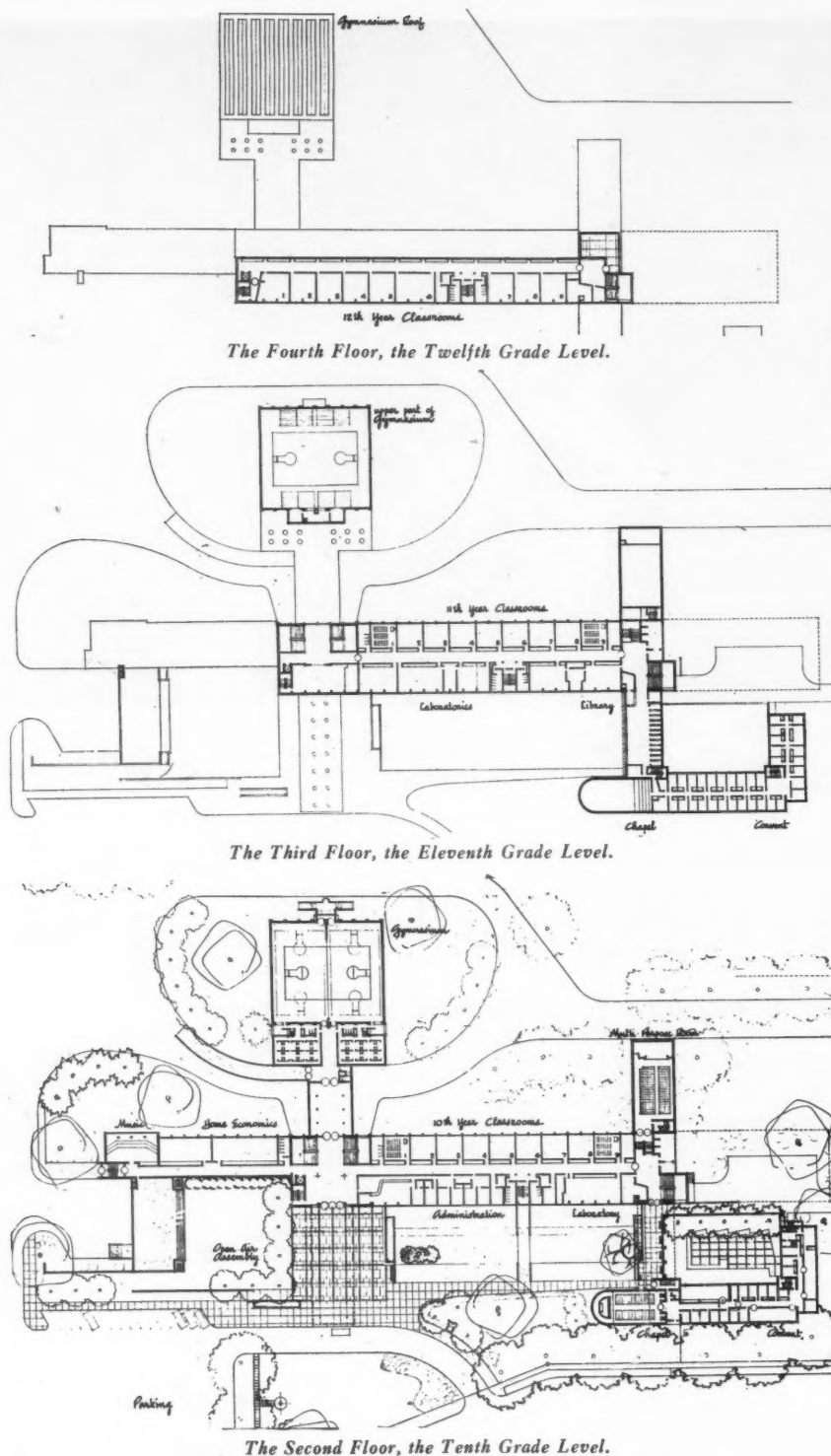
The latest development in the expansion of diocesan high schools in St. Louis, under the general direction of Rev. James T. Curtin, Ph.D., superintendent of diocesan high schools, is the new plant for Bishop Du Bourg High School now under construction.

The problem of designing a functional plant for a four-year, co-educational high school on a chosen site of 17 acres was handed to architects Joseph D. Murphy and Eugene J. Mackey. The buildings are to accommodate 1200 boys and girls when completed and to provide for later growth to an enrollment of 1600. Provisions also are made for quarters for the custodian's family and for one or more resident priests and a convent wing for the Sisters of the Most Precious Blood who supply most of the faculty. The convent wing includes the chapel for faculty and students.

The teachers stated their views of the



The First Floor, the Ninth Grade Level.



modern school plant in the following words: "We are vitally interested in the practical arrangement of classrooms (and related facilities) so equipped and treated as to make possible effective teaching and training for life; effective teaching in an environment which offers possibilities for cleanliness, order, reasonable comfort and

quiet, and development of the aesthetic sense. . . . Each class is to be homed in a specific unit or wing — each unit or wing to be arranged and equipped to meet the needs of the class housed therein." The teachers and the administration are of the opinion that a high school of this size should be planned as four separate schools.

Unobtrusive Height

The unit requirement resulted in a classroom section four stories in height which appears to be only about three stories high. The ground slopes from the street in front so that the first floor is entered from the ground and the second floor has a "bridge" entrance on a level with the street. In general, none of the students will have to climb more than two flights of stairs.

Room Arrangements

All home classrooms of the first three years have a south exposure; the fourth-year rooms are the only ones with bilateral lighting. Science and commercial laboratories are located on the north side of the homerooms for the grades most in need of them. The gymnasium, the music room, and the open-air assembly (the site of the future auditorium) are well separated from but easily accessible to all the classrooms. The convent, which will accommodate 40 Sisters, and the chapel form two sides of a garden court on the northwest. The boiler room and maintenance area are under the present open-air assembly court and foyer of the future auditorium.

The Library

All wings except the library are connected with the second floor. The main floor of the library is connected with the third floor of the classroom section. There are reading rooms (or branch libraries) on the other floors served by a book lift from the main library room.

Lighting Problems

The classrooms are 24 feet by 25 feet, 3 inches, planned for 30 students. To insure maximum light, defective glass block extends from the vision strip of windows to the ceiling and the plaster ceiling is sloped from a height of 11 feet 9 inches at the window wall to 10 feet 6 inches at the corridor partition. Fourth-floor rooms are lighted from two sides and a south clerestory. Fluorescent fixtures supply supplementary artificial light in all rooms when it may be needed. The gymnasium has skylighting between the concrete beams. Beneath this is a glass-fiber ceiling which diffuses sunlight, and fluorescent fixtures for night lighting are below this ceiling.

Construction and Costs

The total cubic feet contained in the structure is 2,503,397. The estimated cost was \$3,000,000 and the contract price was \$2,957,282. The building has a concrete frame with exterior finish of deep rose face brick. A considerable saving in cost and weight was effected by the choice of concrete joist floor construction instead of solid slab floors.



Ronald Chatbam photo

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New Books

(Continued from page 8A)

McGraw-Hill Handbook of English

By Shaw and Shaffer. Cloth, 386 pp., \$2.08. McGraw-Hill Book Co., Inc., New York 36, N. Y.

The approach in this new text is functional, the book covering the traditional path from the basic rules of grammar to the research paper, the précis, and the formal letter. A definite attempt is made to reach different levels of instruction, since the *Handbook* is organized as a general reference. Sources such as Oliver Wendell Holmes, Samuel Johnson, William Beebe's *High Jungle* are tapped for culturally

informative paragraphs which will broaden the student's outlook and intensify his sense of good citizenship. In addition to these materials for the drills, an effort was made by the authors to examine student themes and manuscripts where the errors discussed are found without the artificiality of the contrived error. In this manner, the authors hope to achieve a more complete mechanical understanding of the English language, in a natural and informative setting.

They Heard His Voice

Compiled by Bruno Schafer, O.F.M.Cap. Cloth, 256 pp., \$3. McMullen Books, Inc., New York 7, N. Y.

A compilation of personal accounts of conversion to Catholicism written by 19 persons of international prominence, translated by Berchmans Bittle, O.F.M.Cap. We should not

use the term "conversion" here, strictly speaking, for as Irma Barsy says in her essay: "The term 'conversion' is used if someone turns to the Christian religion from one of the world religions—Islamism, Hinduism, or Judaism—or if one who has been a total unbeliever becomes a believer. But, as a believing Christian, a member of the Evangelical Lutheran Church, I could only 'return' to the Catholic Church." In the light of this statement, only four of the accounts given are true conversions: Douglas A. Hyde, who was a Communist; Adolph Martin Bormann, Hitler's godson, was converted from Nazism; Rudolph Maria Hynek, the scientist of the Holy Shroud of Turin, who had lost his faith completely; Chuni Mukerji, converted from Hinduism.

The remainder of the essays are by persons who "returned" to Catholicism—who were basically Christians all their lives, and who, after constant unrest and seeking "... heard His voice." The selections come from all parts of the world, and are very interesting.

Typing Simplified, Encyclical Edition

By Leslie and Pepe. Cloth, 270 pp., \$2.40. *Methods of Teaching Simplified*, teachers' manual, paper, 60 cents. American Book Company, New York 3, N. Y.

Of special interest to all Catholic typing teachers is this new Encyclical Edition of the highly successful *Typing Simplified* series. The typing content for drills and timed testing is based on material taken from the papal encyclicals *Quadragesimo Anno*, *Casti Connubii*, *Divini Redemptoris*, *Divini Illius Magistri*, and *Mystici Corporis*. All material is imprimatured.

Aside from very competently and simply teaching the motor skill of typing, this edition offers very worth-while sentences for concentration through repetitive typing.

Crown Edition, Catholic Authors

Grades 11-12. By the Brothers of Mary, Brother George N. Schuster, S.M., General Editor. Catholic Authors Press, 1201 S. Lindbergh Blvd., Kirkwood 22, Mo.

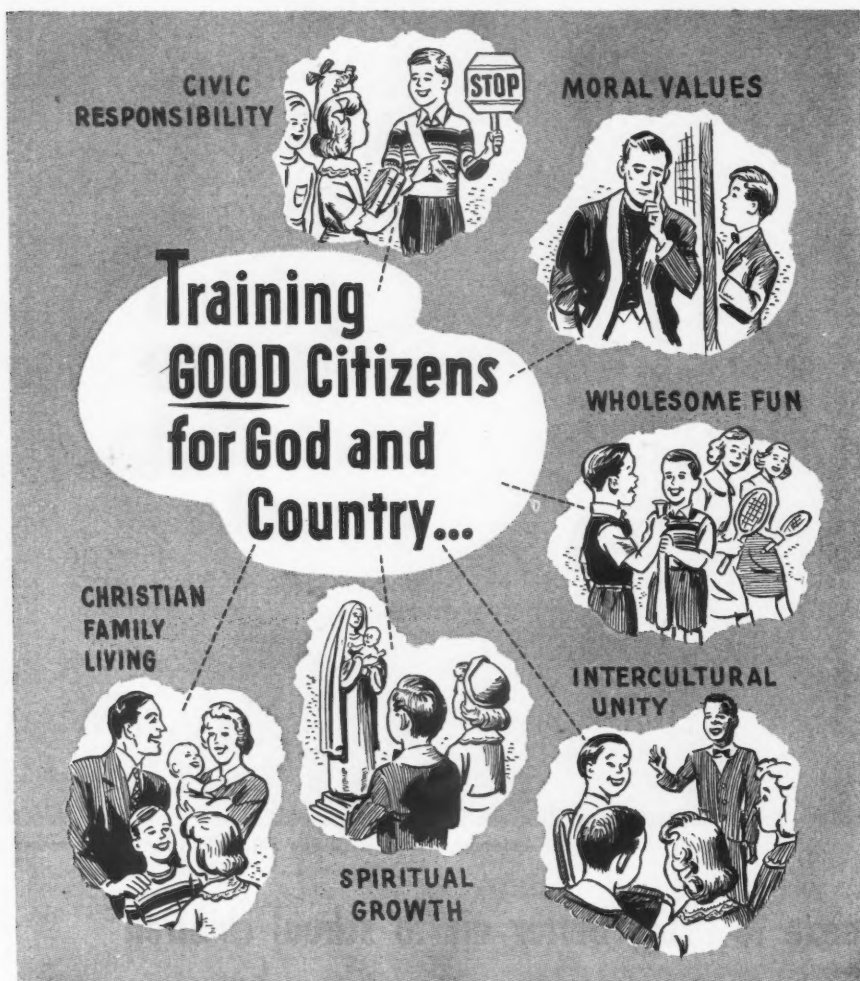
A new edition of *Catholic Authors* presents the best in a compact, inspirational, organized reading program to crown the course of studies in English with systematically mind filling matter in an eye filling format. The three divisions are: Part One, Catholic Authors (the Family Tree and sketches and portraits); Part Two, Crown Books, Intensive Reading (Crown Books Centered on the Christ-Life); Part Three, Extensive Reading, By Types. The 400-page Teacher's Manual is an exhaustive collection of class-tested teaching procedures.

Measurement in Education

By A. M. Jordan. Cloth, 333 pp., \$5.25. McGraw-Hill Book Company, Inc., New York 37, N. Y.

The author undertakes the rather ambitious task of presenting in a single volume both the principles and the instruments of educational measurements. The first of these receives only the usual treatment with, in this case, a possible underemphasis of the principles and the treatment of the results of testing as they apply to the informal classroom testing situation. However, the book makes a real contribution by bringing together descriptive as well as comparative and evaluative data regarding the various standardized tests and other instruments of interest to the classroom teacher. This section is rather thorough and is well written with numerous examples. Of course, much of this is more pertinent to the high school than to the grade school and it presents the problem of keeping the book up to date. The publication of Jordan's book constitutes, in the opinion of the reviewer, a valuable addition to the list of books already available in the field.—George Mouly, Ph.D., Marquette University.

(Continued on page 22A)



Holy is the Christian Teacher's Role ... For 50 years, the National Catholic Educational Association has championed the cause of Catholic teachers and their exalted office.

In publishing the *School and Confraternity* MESSAGERS and the quality picture-story magazine, *TREASURE CHEST*, Pflaum editorial policies have

been geared closely to the central objective of all Christian educators—"Training Good Citizens for God and Country" ... The publisher's constant aim has been directed toward the production of classroom periodicals designed to help Catholic teachers in the achievement of this divinely inspired goal.

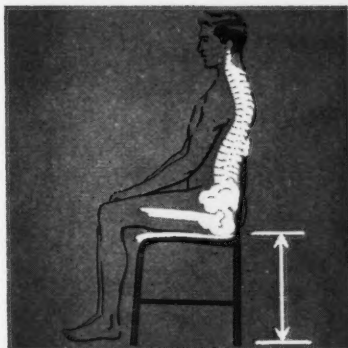
At the NCEA Convention, visit our exhibit in Booths F20-F22-F24

GEO. A. PFLAUM, PUBLISHER, INC., 38 West Fifth Street, Dayton 2, Ohio

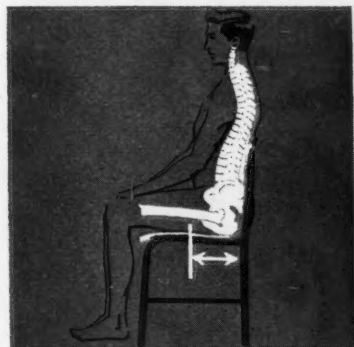
WHAT IS PROPER SCHOOL SEATING?

The deceptively simple and functional lines of the Norcor Tubular Desk and Chair belie the painstaking, careful research and engineering that entered into this design. This school furniture was not built to suit the expediencies of manufacturing equipment—it was designed to fit a live, active child in a comfortable, healthful, untiring sitting posture. Support is provided in the proper places so that the child naturally—and comfortably—assumes an alert, attentive position. The slouching back and slumping chest that promotes fatigue, inattention, and that hinder scholastic progress, are discouraged.

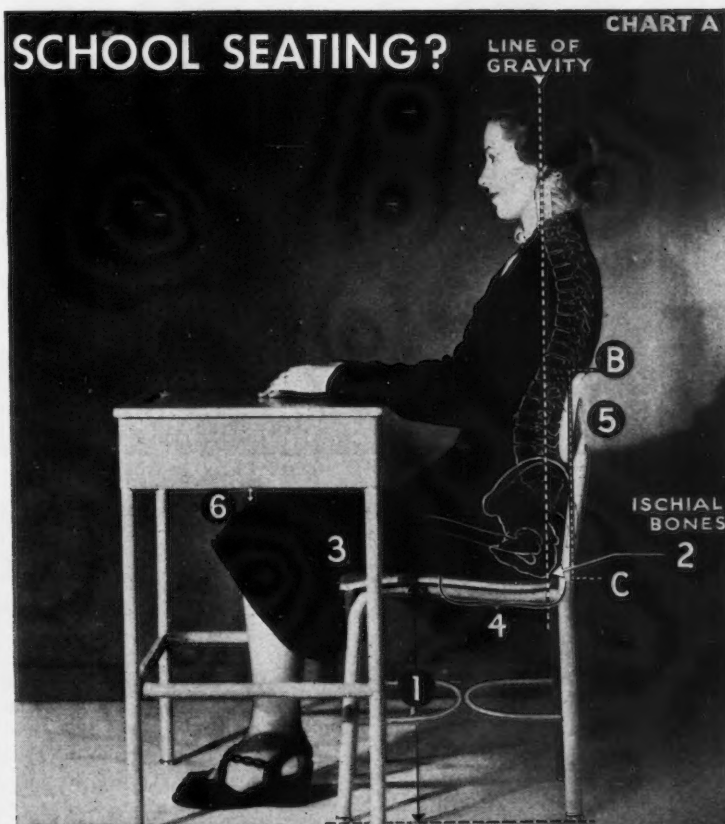
The chart and diagrams illustrate the school seating principles that are incorporated in the design of NORCOR School Furniture.



The most important factor in proper seating is the seat height. The feet should rest firmly on the floor. There should be no pressure behind the knees or thighs on the nerve and blood vessels. The size and shape of the seat and back-rest must be correct for the seat height. See Figures 1 and 5 in Chart A.



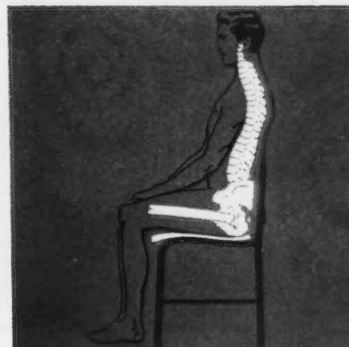
The weight of the body is carried on the Ischial Bones, upon which it is perfectly poised without strain when properly seated. The Ischial Bones of the average student rest on the seat approximately 3" ahead of the line B-C in Chart A, but may normally rest anywhere from the line B-C to a point 7" ahead of B-C.



NORCOR TUBULAR DESKS AND CHAIRS



The back rest and slight backward slope of the Norcor plywood seat helps the Ischial Bones (See Figure 2, Chart A) to find their ideal position on the seat. The Norcor seat is designed to allow for the individual differences in shape and position of the bones, providing a large flat "Ischial Zone."



The backrest properly proportioned and positioned to seat height, supports the trunk in a comfortable relaxed position. Supporting the lumbar region (Figure 5, Chart A) the muscles and internal organs fall into their proper positions and the chest is expanded for deep breathing.

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New Books

(Continued from page 20A)

OF INTEREST TO TEACHERS

The United Nations, UNESCO, and American Schools

A policy statement issued in December, 1952. Obtainable free from the Educational Policies Commission of the N.E.A., 1201 Sixteenth St., N.W., Washington 6, D. C.

Nutrition Education in Elementary and Secondary Schools

Ed. by Helen Lockhart & Eugenia Whitehead. Paper, 40 octavo pages, illustrated, \$1. The Nutrition Foundation, Inc., Chrysler Bldg., New York 17, N. Y.

Consists of 6 chapters by various authors, a bibliography, and a 3-page chart visualizing nutrition education resources for schools.

Eucharistic Chats

By Rev. Michael D. Forrest, M.S.C. Paper, 160 pp. The Sentinel Press, 194 East 76th St., New York 21, N. Y.

A complete explanation of the Catholic doctrine concerning the Holy Eucharist.

Planning School Buildings

This is the September, 1952, issue of the *Bulletin of the School of Education of Indiana University*. It consists of the Proceedings of the Indiana and Midwest School Building Conference. It contains considerable useful information about planning buildings, dealing with the architect, repairing plumbing, light, ventilation, and decorating. A copy is available for \$1, from Indiana University Bookstore, Bloomington, Ind.

Guild Family Readers

The Catechetical Guild, 147 East 5th St., St. Paul 1, Minn., is publishing a series of 64-page booklets bound in colored glossy paper covers, priced at 15 cents each. They are intended for distribution primarily through church book racks, and are planned to appeal to the average middle-income Catholic who wants to learn more about his faith. They differ from previous book-rack pamphlets largely in the fact that they are not written especially to solve special individual problems.

Booklets in this series already available include: *The Fifteen Mysteries of the Rosary*, by Bishop Sheen; *The Passion in the Four Gospels*, by Msgr. Knox; *Blueprint for Enslavement*, by Rev. John McCormick, an account of persecution in Communist China; *Crisis in History*, by Bishop Sheen; *The Rising Soldier*, by Cardinal Spellman; *The Answer to Communism*, by Douglas Hyde; and *The Christmas Story*, by Fulton Oursler. Scheduled for early spring are *Follow the Mass*, by Rev. Gerald Ellard, S.J., and *How You Can Share Your Faith*, by Rev. John O'Brien.

Fire Prevention for Secondary Schools

By the University of Southern California Curriculum Library. Paper, 63 octavo pages, \$1.50. Published by the International Association of Fire Chiefs, Hotel Martinique, 32nd St. and Broadway, New York 1, N. Y.

This is a student's guide on how to prevent fires and a teacher's guide on how to teach fire prevention.

Bulletin of the N.C.E.A.

The February, 1953, *Bulletin of the National Catholic Educational Association* contains two articles: "Retrospect and Prospect in Teacher Education," by Very Rev. Paul C. Reinert, S.J.; and "As Germans See Us," by Rev. William E. McManus. The *Bulletin* is published quarterly at \$3 per year, by the N.C.E.A., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

Why Study Latin in School?

This booklet presents answers to the title question from 84 college presidents, deans, and executives. For a copy send 25 cents to Professor William H. Marnell, Boston Teachers College, 625 Huntington Ave., Boston 15, Mass.

The Lamp

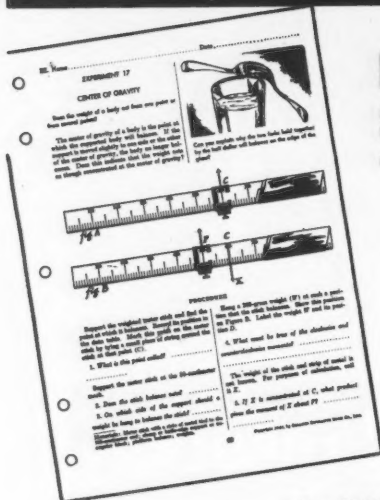
The Lamp, published by the Franciscan Friars of the Atonement, at Graymoor, Garrison, N. Y., celebrated its 50th anniversary with the February issue this year. At its foundation, by Father Paul, *The Lamp* was a Protestant Episcopal magazine. In 1903 the Society of the Atonement entered the Catholic Church in a body and has continued to publish *The Lamp* in the cause of Church unity and as a Catholic family magazine with generous attention to the missions.

The National Catholic Almanac Puzzle & Quiz Book

By Damien A. Wenzel, O.F.M. Hard paper, 52 pp., \$1. St. Anthony's Guild, Paterson, N. J. Puzzles, word games, and picture games for children between 10 and 14. The chief source of factual material has been the National Catholic Almanac.

(Continued on page 26A)

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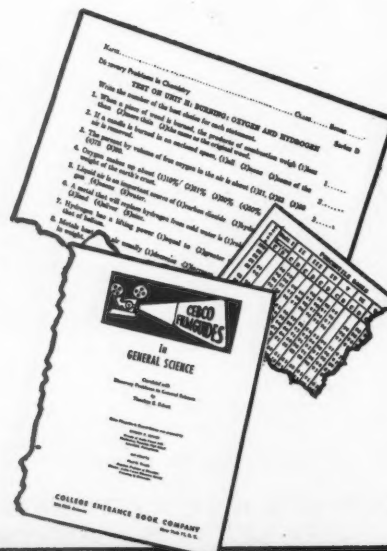
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Oak Ridge High School, designed for the Atomic Energy Commission by Skidmore, Owings and Merrill, Architects-Engineers, Chicago, Ill. General Contractor, John A. Johnson & Sons, Brooklyn, N.Y.



3845 BERGER Steel Corridor and Gym Lockers Installed in new Oak Ridge High School

● Under direction of the Atomic Energy Commission, the world's largest defense plant community has been erected at Oak Ridge, Tenn. Within its boundaries, up to 75,000 operating and scientific personnel will engage in atomic energy research and production.

Prominent among the many public buildings is a magnificent new high school, completely equipped with Berger Steel Corridor and Gymnasium Lockers. More Berger Steel Lockers and Shelving serve in top-secret Oak Ridge industrial areas.

Berger service and cooperation are recognized wherever lockers are used. In this vital

defense project, as in thousands of other school installations, Berger representatives helped architects and school officials translate their ideas into a workable storage plan.

As largest suppliers of steel storage equipment to the schools of America, Berger contributes many valuable *ideas* on how to use it best. Berger service includes planning and engineering storage equipment, scheduling the material and assuming responsibility for all installation details.

Bring your school storage problems to Berger —'most everyone does.

Berger



Manufacturing Division
REPUBLIC STEEL CORPORATION • CANTON 5, OHIO

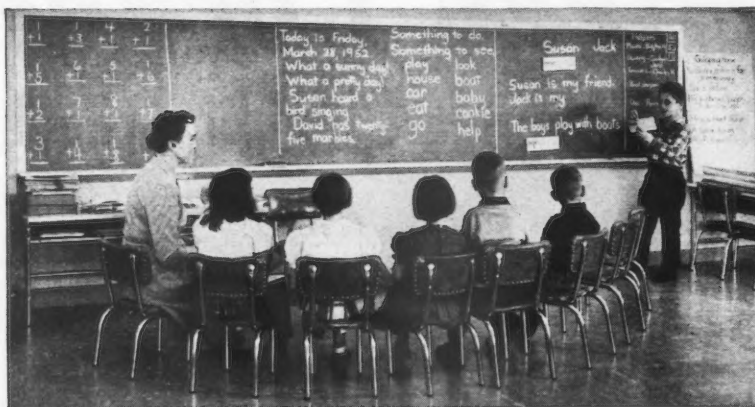
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Berger Single Tier Lockers are recessed in walls of the spacious corridors and box lockers serve the team rooms.



"First class" installation of Armorply Chalkboard in the new Louisa May Alcott School, Cambridge, Mass.

Why

ARMORPLY® CHALKBOARD

is up front in every class

at the Louisa May Alcott School, Cambridge, Mass.

Armorply is the *only* Chalkboard that gives *double* service.

It serves as a writing surface . . . and a magnetic bulletin board . . . at one and the same time.

And Armorply Chalkboard® *keeps on* giving you double service for years and years. It does not warp or buckle. Cannot explode, shatter or break under impact, stress, temperature changes or concussion. Tough. Durable.

In fact, Armorply Chalkboard is *so* durable, it's *guaranteed for the life of the building*.

These are the reasons why architects and school board members chose Armorply Chalkboard for this up-to-the-minute building. But there are others, too:

Armorply's chlorophyll green color, selected by leading authorities as the most satisfactory color for classroom use, has higher reflectivity and intensity values. It's so easy to read from and easy on the eyes, too.

It also takes chalk beautifully . . . tests prove it *cannot* choke with chalk . . . so it's easy to clean and never needs resurfacing.

No broken nails or strenuous pushing to post bulletins either. Armorply Chalkboard's porcelain-on-steel construction permits easy, neat, trouble-free posting with the use of small permanent magnets.

One school authority enthusiastically reports: "We have found this chalkboard to be superior to any other chalkboard." A school principal writes: "We are using your board in one classroom and plan to install it in four more. It has proved to be completely satisfactory."

If you're planning a new school building or the modernizing of an old one, investigate research-developed, classroom-tested Armorply Chalkboard. Write for complete information . . . today.

Armorply Chalkboard is sold only by distributors.



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Largest Plywood Organization in the World

*Porcelain enamel surface produced by the Bettenger Corporation

Building News

IN ILLINOIS

Spalding High School, Peoria

A new tripurpose building was dedicated February 8, 1953, for Spalding High School, Peoria. The \$750,000 structure is a combination gymnasium-auditorium-cafeteria, and includes many unusual features.

The gymnasium seats more than 3200 persons on both permanent and rollaway bleacher seating. The gymnasium floor has been so arranged that it can be readily adapted for auditorium use, the audience seated at one side, and a stage of flexible size at the other side. The stage is reducible to the average 30 feet, or it can also readily be enlarged to a 70-foot opening for more elaborate band or choral work.

Showers and lockers for the physical education program are located on the lower floor of the gymnasium along with a room for the physical education instructor. Quarters for the visiting and home varsity teams are on the main floors, each team having its own showers and drying room. Lockers in these quarters are ventilated by a forced-air system that draws directly through each locker.

The cafeteria section seats about 500 persons at one time, 250 of them at table-bench arrangements that fold into the walls. Equipment and appliances are the most modern and convenient.

The front part of the bottom floor of the gymnasium will be given over to Catholic high school boys and girls for use as a Catholic Youth Center. Colorfully designed and furnished, the Center includes in its spacious area a large dance floor, a coke bar, a games room holding several Ping-pong tables, three lounge rooms, and a lobby.

A separate side entrance near the school enables use of the cafeteria or Youth Center though the gymnasium be closed.

IN INDIANA

St. Joseph Central School, Fort Wayne

A \$200,000 annex to St. Joseph Central School, Fort Wayne, was dedicated January 15, 1953. The brick structure has nine classrooms on two floors, plus a music room, cafeteria, kitchen, first-aid room, principal's office, maintenance office, and rest rooms. Windows are glass sections arranged so as to provide a comfortable amount of natural daylight.

The annex is 160 feet long and 60 feet wide. It was begun in March of last year, and completed on October 1, 1952.

St. James School, Indianapolis

A school building for St. James the Greater Parish was ready for occupancy at the mid-term opening in February. The structure, 261 feet long and 64 feet wide, is reinforced concrete and long-span steel. The auditorium section is 96 feet by 61 feet. The classroom section is a two-story structure housing 7 class-

(Concluded on page 25A)

Building News

(Concluded from page 24A)

rooms, kitchen, cafeteria, boiler room, and office space.

The exterior is variegated buff color brick with Bedford stone trimming. Acoustical ceilings have been installed in the gymnasium, classrooms, and cafeteria.

The newly established parish has 325 families who formerly belonged to either St. Catherine, St. Roch, or Holy Name parishes. Father John Betz is pastor.

IN MISSOURI

Holy Ghost Parish, Berkeley

A modern L-shaped building was dedicated February 15, 1953, to serve as a combination church and school for Holy Ghost parish, Berkeley. Built of buff brick and reinforced concrete, the new two-story church and school building contains 29,100 square feet of floor space. Exposed brickwork in the church proper and in the first and second floor corridors forms some of the fireproof construction of the building.

The church is accessible to the school through a connecting corridor and has ample space for the 840 families forming the parish roster. Redwood paneling is found in the sanctuary, and in the classrooms, each classroom having an adjoining workroom to allow for the early introduction of arts and sciences into the school program.

Below the sanctuary and accessible from the main corridor is a cafeteria capable of seating 200 persons that will be used by the school and by adult groups of the parish. Plumbing and lavatory facilities are of the latest design, and ventilation is well planned for the needs of the building.

A special feature of the structure is the 192 by 16 foot corridor that extends the length of the first floor of the school. This corridor connects with the church and forms a covered exit for church services and a playroom for school children in bad weather. Large areas of glass are contained in the corridor to provide natural lighting and sunshine.

IN PENNSYLVANIA

St. Mary's Parish, New Castle

A new \$240,000 school building was dedicated January 25, 1953, for St. Mary's Parish, New Castle. Built along modern, functional lines, the structure is of white brick and limestone trim, two stories in height. It contains 10 classrooms, a library, offices, and a cafeteria. The cafeteria area can also be used as indoor play space.

The new school replaces the old building erected in 1875 which had been enlarged, since then, and outgrown.

At Last!

For Emergency Classroom Use Conferences... Lectures Staff Meetings

A TABLET ARM CHAIR

THAT FOLDS!

The Greatest Advance
in the History of Folding Chairs



Undoubtedly, you've wished for a chair like this many times. Now it's here—perfected—ready to go to work for you. Here is permanent convenience and comfort adapted for emergency use—the greatest advance in the history of folding chairs.

The tablet arm is a built-in feature of the chair, not an attachment. It is strong, easy to operate, a marvel of engineering ingenuity (patent pending). For ordinary chair use when the arm is not needed, it folds down, out of the way, beside the chair, and flat against the chair for quick, safe stacking. The flat, folded depth of the chair is only 3 inches. The chair can be folded or unfolded in a matter of seconds. It is exceptionally easy to get into and out of.

Built throughout with all the famous Clarin insistence on utmost quality, the Clarin Tablet Arm Folding Chair will give years of faithful service. It is a supremely strong X-type chair, self-leveling, welded to insure exceptional strength and quietness. Its cushioned rubber feet, a Clarin exclusive, can't mar the finest floor. It comes with Clarin's famous reinforced seat of 5-ply plywood, or it can be had with fine quality leatherette on seat and back, or on seat alone. Available in wide range of frame and upholstery colors.

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No matter what your need, there is a Clarin Steel Folding Chair to meet it. Every chair represents the utmost in quality. It is stronger, safer, more comfortable—scientifically engineered in every detail to justify the only written 10-year guarantee in the industry.



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Clarin's extensive line provides even for juveniles. Children love these colorful, sturdy, comfortable chairs made just for them. Hard to tip over, easy to set up, simple to fold... true Clarin quality on a smaller scale. Two sizes—up to 7 and up to 9 years.



SINCE 1925...THE ARISTOCRAT OF FOLDING CHAIRS

New Books

(Continued from page 22A)

Christus Rex

An Irish quarterly journal of sociology. The issue for January, 1953, features rural education and rural life. The price of a single issue is half-a-crown. It is published by Christus Rex Publications, Main Street, Naas, Ireland.

First Colorbooks for Little Catholics

By Sister M. St. Paul. Paper, 24 pp. each, 15 cents each (church-school discount: 20 per cent). Catechetical Guild, 147 East 5th St., St. Paul 1, Minn.

Meet Your Angel, Talking to God, and The Story of Our Lady, three of the series have very

attractive, reverent pictures to color and the explanatory text is brief but clear. The contents are imprimatured, written by a teaching Sister, illustrated by outstanding artists. For children 4 to 8.

Literary-Pictorial Map of the U. S.

Edited by Henry J. Firley, illustrated by Jean Boys. Heavy paper, 64 by 44 inches, No. 51aL. Denoyer-Geppert Company, Chicago 40, Ill.

This new map is one of a series designed for teachers of English and literature. It includes approximately 350 literary titles, 1000 names of writers (where they were born, the locale of their writings, where they lived), and presents 19 regional listings of books.

Jubilee

Jubilee, a new picture magazine for Catholics will make its appearance April 20. It will be

edited and published by a group of Catholic journalists who have had experience on such popular journals as *The New Yorker*, *Newsweek*, and *McCall's*. Regular subscriptions will be \$4 per year, single copies 35 cents. Address: Peter J. McDonnell, Business Manager, 377 Fourth Ave., New York 16, N. Y.

Index to Catholic Pamphlets in the English Language

Compiled by Eugene P. Willging. Paper, 59 pp., \$1. The Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C.

Our Government—The Christian Social Way

By Msgr. E. J. Westenberger, Ph.D., editor; Sister M. Julitta, O.S.F., compiler; Sister M. Augusta, R.S.M., designer; and Sister M. Aquinas, O.S.F., consultant. Published by Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.

This is an outstanding combination of symbolic charts and textbook for the teaching of the Christian philosophy of government in the upper grades. There are 24 large wall charts, each 44 by 32 inches; a basic study guide for the student in which all of the charts are reproduced in red and black, 7½ inches wide. The text explains all the graphic symbols and pictures in the charts and presents in simple language an understanding of government sharing God's authority through the Church, the Family, and the State.

The authors make clear to the students the fact that our government is a gift of God and, therefore, that there is a definite relationship between our country and God. "Good citizenship in our country is the beginning of citizenship in our Eternal Land."

The illustrated *Student's Manual* of 96 pages, 8½ by 11 inches, would in itself give the average student an excellent understanding of the Christian explanation of government. When reinforced by the large wall charts and the guidance of the teacher with the help of the *Teacher's Manual*, nothing is left to chance.

Blessed Pius X and Religious Education, a Tribute

Most Rev. Moses E. Kiley, Archbishop of Milwaukee. Paper pamphlet, 10 pp., 10 cents. Confraternity Publications, Paterson 3, N. J.

A message to the Ninth National Congress of the Confraternity of Christian Doctrine held in Chicago, Ill., November 7-11, 1951, now in printed form.

Gregorian Chant

"A Barometer of Religious Fervor in the Catholic Church." By Stephen Thus, O.S.B., M.Mus. Paper, 76 pp., popular edition, 35 cents; de luxe edition, \$1. The Grail, St. Meinrad, Ind.

A study of the chant from its beginnings to the present.

How to Improve Classroom Testing

By C. W. Odell, Ph.D. Heavy paper, plastic-spiral binding, 156 pp., \$3. Wm. C. Brown Co., Dubuque, Iowa.

Intended to provide classroom teachers and those preparing to teach with a practical, relatively nontechnical guide to the construction and administration of informal or homemade tests of achievement.

Making and Keeping Friends

Life Adjustment Series addressed to teen agers. By William C. Menninger, M.D. Glossy paper pamphlet, 40 cents. Science Research Associates, Chicago 10, Ill.

Helping Brothers and Sisters Get Along

Better Living Series for parents and teachers. By Helen W. Puner. Glossy paper pamphlet, 40 cents. Science Research Associates, Chicago 10, Ill.

(Continued on page 28A)

It takes time . . .

... to build a pyramid

... to produce a work of art

... to grow a mighty redwood tree

AND . . .

it takes time to develop a standardized test such as the

BEHAVIOR PREFERENCE RECORD

by Hugh B. Wood, Ed. D.

The fifteen years of research and developmental work that have gone into the Behavior Preference Record are your assurance of a valuable and useful guidance instrument, a product in which we take genuine pride. This test brings the benefits of objective measurement and analysis to areas once considered intangible: Cooperation, Friendliness, Integrity, Leadership, Responsibility, and Critical Thinking—the components of our democratic ideals and practices. A fascinating and stimulating tool for use in grades 4 through 12, at a price any school budget can afford.

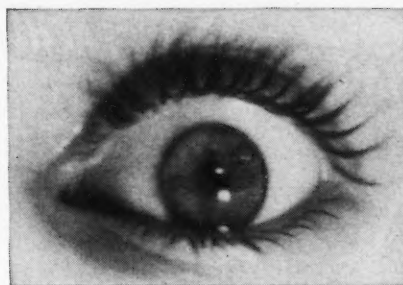
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EYE OPENER



Naturally we hoped that you would show enthusiasm for the new and advanced line of school furniture we introduced at the A.A.S.A.—N.E.A. Convention at Atlantic City. However, even we were not prepared for the spontaneous, generous reception you and your fellow educators gave to this new concept in furniture for the schoolroom.

Thank you for your welcome and your compliments. We will make every effort to continue to merit both.

ABOUT DELIVERY...

Production lines for this new furniture are now nearing completion in our modern 30-acre factory at Muskegon, Michigan.

Deliveries are planned to start this summer.



Brunswick

New Books

(Continued from page 26A)

BOOKS FOR JUNIORS

The Lucky Cat

By Frances and Richard Lockridge. Cloth, 90 pp., \$2.25. J. B. Lippincott Co., Philadelphia 5, Pa.

This delightful tale of Flutters, the Siamese cat, will prove a joy to all lovers of cats and a persuasive argument in favor of the small animals to those outside of the charmed circle. Pointed particularly to those of the age group 8 to 12, the book makes a very definite appeal to the adult reader. There are charming bits of humor in the tale of the small, brown-footed,

blue-eyed cat and her first real adventure with the world of dogs, trucks, and mischievous boys, far from the steam-heated comforts of her apartment home. The delicate perception of cat feelings and cat personality involved in this little story is somewhat edifying to noncat lovers, who possibly have considered the little animal only one step removed from its jungle kin. The fine illustrations, too, contribute to the enjoyment of Flutters and her escapade, endearing her to the hearts of all.

Denny's Story

By Eunice Young Smith. Cloth, 32 pp., \$1. Albert Whitman & Co., Chicago 6, Ill.

Denny writes stories about his seven brothers and sisters and their plans for what they want to be when they grow up. And, at the persuasion of his classmates, Denny finally writes one about himself. The story together with the many color-

ful illustrations should please those in the primary grades.

Listen, Vienna!

By Wilhelm Huenermann, adapted from the German by James J. Galvin, C.S.S.R. Cloth, 308 pp., \$3. Perpetual Help Press, New York 55, N. Y.

A thoroughly engaging biography of St. Clement Mary Hofbauer, a simple and saintly Redemptorist priest who worked among the people of Vienna and Warsaw in an age of war and want very much like ours today. During the period of the Enlightenment, the philosophy advocating reason at the expense of faith, Father Hofbauer saw his life's work ruined more than once. His internal and external trials were many; his devotion to our Lady, most tender and trusting.

Aside from having an interesting biography to relate, the author's style befits the Saint's life remarkably. It is told simply, humorously, with tender affection and that extra bit of the author's own soul that makes it truly charming. It will be of great interest to boys and girls, as well as adults.

Promises to Keep

By William W. Walsh. Cloth, 254 pp., \$3. P. J. Kenedy & Sons, New York 8, N. Y.

This is an unretouched close-up of the Walsh family: Avis, Bill (the author), their 12 children, several pets, and several thousand books that round out the household. From its starting point in the depression-haunted '30's, the Walsh family has made the grade the hard way—without money. They make no claim that it is easier this way. In fact, much of the Walsh drama hinges on a persistent lack of money aggravated each time a new mouth comes along to be fed. But their story is filled with the sound of laughter. Loyalty, co-operation, and cheerfulness are the strong undercurrents.

The story is very well told, also. Professor Walsh is not shy in speaking of love—the book is written through love, for love, and to show God's love for families that trust Him, and is written in beautiful language. The last chapter is a gem of prose, full of heartbreak and pain, but deep spiritual joy. Success story of the year! Thoroughly enjoyable for more mature high school students and adults.

The Horse With the Easter Bonnet

By Jane Thayer. Cloth, 48 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.


It is well known that a new hat does wonders for raising a lady's spirits, but that it should have the same effect on a horse is rather hard to believe. Nevertheless, here it is. The story of Josie, drawing her carriage through Central Park, is told with sympathy, suppressed mirth, and gaiety. The illustrations must be seen to be appreciated. Can you picture a horse looking *demure* beneath a floppy straw strewn with poppies, cornflowers, and daisies? For primary grades and up.

Pat and Her Policeman

By Frieda Friedman. Cloth, 160 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

Pat's policeman is her father who is on the New York City police force, as was his father before him. Pat is a very nice little girl, except for lack of mathematical abilities and her fondness for "daydreaming." Almost any of her father's experiences, past or present, could be dressed up with more color and livelier details into a thrilling adventure, holding her listeners' keen interest. When mother realized that Pat was finding it harder every day to distinguish truth from fiction, she knew that somehow Pat must learn that distinction. What happened while Pat was learning her hard lesson furnishes the climax of a warm, human, chuckleful story. Realistic, for boys and girls in the middle grades.

(Concluded on page 45A)



Science Teachers Report

A GREAT TIME SAVER IN TEACHING

THE AO SPENCER SCHOLAR'S MICROSCOPE


HOW THE AO No. 78 SCHOLAR'S MICROSCOPE CUTS TEACHING TIME

1. Easy to learn to use.
2. Single focusing control—fast and precise.
3. Factory-focused built-in light source eliminates time consuming and frequently faulty substage adjustments.
4. Reversed arm position gives clearer view of specimen stage, objectives, and diaphragm openings.

Since we are currently supplying both military and civilian needs, instrument deliveries cannot always be immediate.

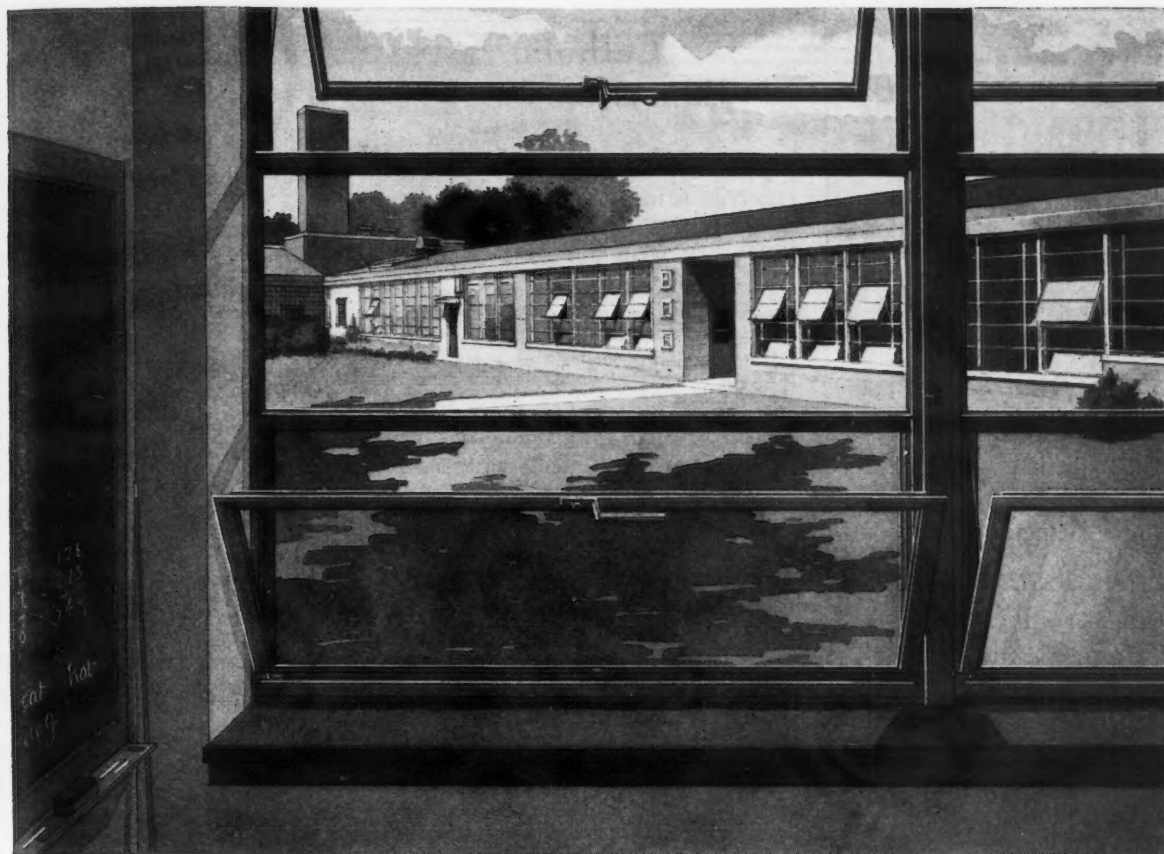
- The reports keep coming in—yes, the AO Scholar's Microscope does save time in teaching students microscopy.

This radically new idea in microscopes has proven a boon to science teachers. The built-in light source assures permanently aligned illumination and consequently better optical performance with much less adjustment. Low overall height increases comfort in operation. Locked-in parts reduce maintenance costs. 'Spring-loaded' focusing mechanism protects slides against damage. See your AO distributor or write Dept. R9.



American Optical

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For Economy—Start with Quality

New section shown, Winchester Elementary School, New Haven, Conn., equipped with Lupton Master Aluminum Windows. Architects and Engineers: Caproni Associates, New Haven, Conn. Contractor: Fusco-Amatruda Co., New Haven, Conn.

Cramped classrooms and tight building budgets are today's educational headaches. Build your new school with tomorrow in mind — build it to endure with minimum maintenance costs. Take the matter of windows. There's more to them than frames and glass. Look for quality — check construction — demand value.

The new Winchester School gets them all with Lupton Master Aluminum Windows. Here is quality in every inch, with deep section members for sturdy strength. Sound design based on over 40 years experience in manufacturing metal windows. Good construction in

lifetime, "no-paint" aluminum for years of trouble-free service.

Open-in and open-out ventilators provide natural, easily controlled ventilation in any weather. Large glass areas "open-up" classrooms, make them lighter, pleasanter places in which to study. Their trim, slim lines have an ageless beauty that blends with all architectural styles.

Initial cost is moderate — maintenance extremely low — for increased savings through the years. Ask your architect to specify Lupton Master Aluminum Windows.

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Publication, late April**

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GOD'S WORLD)

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A unified course in Science,
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Superior in beauty and
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covering this subject mat-
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Catholic at the core. Cath-
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100 questions — 16 pages
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Catholic Education News

HONORS AND APPOINTMENTS

Consultant on Religious Teaching

RT. REV. MSGR. EUGENE KEVANE, principal of Heelan High School, Sioux City, Iowa, has been appointed a consultant on religious teaching in the secondary school curriculum which is being planned by the Commission on American Citizenship of the Catholic University of America.

Msgr. Kevane, a graduate of Loras College, Dubuque, Iowa, received his doctor's degree in sacred theology from the North American College in Rome, and is completing his work for a Ph.D. in education at the Catholic University.

He has given special attention to the integration of religion with other subjects, one of the objectives of the Commission in its curriculum, Christian Social Living. At Heelan High School, Msgr. Kevane has established a social studies program thoroughly integrated with religion.

Appointed to Japan

REV. R. P. O'BRIEN, O.P., a former provincial of the American Dominican Fathers, has been named vicar-general of the Order in Japan. He was first head of the Middle West Dominican province of St. Albert the Great from 1939 to 1948.

A graduate of the Angelicum, international Dominican University at Rome, Father O'Brien was awarded the Order's highest degree of Master of Sacred Theology at the general chapter of the Order in Washington in 1948. For some years he was professor of philosophy at the Catholic University of America.

New Provincial Superior

MOTHER MARY LOYOLA DE NOTRE DAME has succeeded Mother Mary Alphonsa as provincial superior of the School Sisters de Notre Dame whose American mother house is at Omaha, Neb. Besides serving as novice mistress prior to her appointment, Mother Loyola spent her religious life in diocesan schools of Nebraska and Iowa. This community of School Sisters de Notre Dame originated in Czechoslovakia in 1853 and made its first foundation in the United States in 1910. Its American provincial mother house is in Omaha, Neb. The Sisters are teaching in the Archdiocese of Omaha and Dubuque and in the Dioceses of Lincoln and Rapid City.

AD MULTOS ANNOS

BROTHER REMI, F.S.C., teacher of languages and art at La Salle Military Academy, Oakdale, L. I., celebrated his golden jubilee February 23, 1953. Early in his teaching career at La Salle Academy he achieved remarkable success as a pioneer in stenotyping instruction. Brother Remi is also known for his hobbies of flowers and livestock.

REQUIESCANT IN PACE

● REV. JOHN W. HYNES, S.J., director of Manresa Jesuit retreat house, died February 4, 1953, after a long illness. He had served as president of Loyola University from 1931 to 1936, besides filling various administrative posts in Jesuit educational institutions. Father Hynes was 66 years of age, and spent 36 years in the priesthood.

(Continued on page 32A)

Protect and Project

2x2 SLIDES and FILM STRIPS with
the brilliant, triple purpose

GoldE



Filmatic projector

300 WATTS BLOWER COOLED

2x2 slides and film strips last longer with the GoldE FILMATIC—more brilliant projection, easier operation. Film capacity up to 350 frames.

Yes, lighten your teaching load with the GoldE FILMATIC—so simple, the youngest member of your class can operate.

See the FILMATIC—America's best projector buy: lightweight—all-over brilliance—exclusive rewinding (film strip)—vertical or horizontal—slide to film strip in a moment—equipped with 5" F.3.5 coated lens and Manumatic stacking or two-way carrier. Complete—(choice of carrier) and durable tweed-covered case with lift-off cover. . . . \$90.25

PROTECT and PROJECT 2x2 slides automatically



The GoldE Automatic Index Slide Changer shows 40 slides in all mounts, in sequence, skips, repeats, rejects, selects. Fingers never touch the slides. Fits ALL Filmatics.

NEW LOW PRICES!
Complete with Index File \$22.50
GoldE Aluminum 2x2 Snap-it Binders with frames, glass and labels.
Box of 20 \$1.85
Box of 100 . . . \$8.25

Write for free "Projector Gems" Booklet, Index System literature, name of nearest dealer.

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**Brightest Name
in Slide Projection**

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CHICAGO 40, ILLINOIS

PROJECTS BRILLIANT PICTURES OF UP TO THEATRE SIZE EVEN IN DIFFICULT-TO-DARKEN CLASSROOMS AND AUDITORIUMS!

The New *Strong* Universal

High Intensity A.C.
Arc Slide Projector

Especially useful in projecting pictures under daylight or artificial lighting conditions where a darkened room is not desirable.

Entirely safe in the hands of a layman, it is easier to operate than the average 16mm. projector. Simply plug into any 110-volt A.C. convenience outlet. The motor-driven arc will project continuously for 80 minutes without retrimming.

The Strong Universal Model No. 44,000 projects $3\frac{1}{4} \times 4$ " slides. Comes complete with blower, slide carrier, power transformer and arc lamphouse, with motor-fed carbons. Adaptations permit the projection of 2×2 " or 4×5 " slides. Lenses as required for other than customary installations are available.



ONLY *Strong* SPOTLIGHTS AFFORD ALL THESE ADVANTAGES



TROUPER HIGH INTENSITY ARC SPOTLIGHT

for large auditoriums. Adjustable, self-regulating transformer in base. Automatic arc control. A trim of carbons burns 80 minutes.

- An abundance of exceedingly bright, quiet, flickerless light.
- Sharp edge, head spot to flood.
- No heavy rotating equipment required. Simply plug into 110-volt outlet.
- Ready portability. Mounted on casters. Easily disassembled for shipping.
- Two-element, variable focal length objective lens system.
- Silvered glass reflector.
- Horizontal masking control angles 45 degrees in each direction.
- Fast-operating 6-slide color boomerang.



TROUPERETTE INCANDESCENT SPOTLIGHT

for small auditoriums and schools. Projects $6\frac{1}{2}$ times brighter head spots than any other incandescent spotlight. Utilizes all the light through most of the spot sizes as contrasted to spotlights which vary spot size solely by iris, thus losing substantial light.

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Catholic Education News

(Continued from page 30A)

● **DR. HERBERT EUGENE BOLTON**, a leading historian of the West and one of the few non-Catholics to be made a Knight of St. Sylvester, died early in February, 1953. In recognition of his work in Church history, especially for his outstanding research on Fra Junipero Serra, he was named to the Pontifical Order of St. Sylvester by His Holiness Pope Pius XII in 1949. Because of his interest and knowledge of the great California missionary, Dr. Bolton was a witness in the diocesan court trials on behalf of the cause of Fra Junipero. Dr. Bolton had done extensive research in Mexico and the Southwest, and had taught at the University of Texas, Stanford, and the University of California.

● **MOTHER M. ROMONA THOM**, vicar-general, Dominican Sisters of the Congregation of St. Catherine of Siena, died January 25, 1953, after a long illness. For two terms, each a span of 12 successive years, from 1916 to 1928 and again from 1934 to 1946, Mother Romona served as mother general of the community. Because the interests of education were her deepest concern, she took the initial step and leadership in the erection of St. Catherine's High School, in Racine, Wis., establishing the present coeducational system there in 1924. She was elected vicar-general in 1946 at the expiration of her second term as mother general.

● **SISTER MARIE-CLOTHILDE**, one of the oldest nuns in the world, died in Montreal early in February, at the age of 104. She was a member of the Sisters of the Holy Names of Jesus and Mary for 89 years. Sister Marie-Clothilde had taught thousands of girls in the Quebec province, and had been in retirement in recent years at the mother house in Outremont.

● **REV. JOHN BAPTIST DELAUNEY, C.S.C.**, dean of men and head of the psychology department at Portland University, Portland, Ore., died February 16, 1953, at the age of 66. Father Delauney was born in France, coming to the United States in 1903. His teaching appointments were at Trinity College and Holy Cross College, Washington, D. C., and the University of Notre Dame where Knute Rockne was his pupil. In 1922 he went to India as an educational missionary, founding and directing there a boys' high school and a seminary for the training of native priests. Father Delauney came to Portland University (then Columbia), in 1933, as dean of men and professor of languages and psychology. Fluent in ten languages, he was in demand as a lecturer on religious and scientific subjects.

COLLEGES AND UNIVERSITIES

Tutor Program for DP's

The evening division of St. John Carroll University, Cleveland, is currently offering a program of private tutoring for displaced persons. Rev. Richard T. Deters, S.J., evening division dean, devised the system to help displaced persons learn the English language and take a rightful place in American life.

Under the system, one tutor is assigned to assist two DP's. Instructors receive no fees and supply their own transportation. The only cost involved for the pupils is the purchasing of books.

Father Deters planned the new program because: "These professional men and women have 'A' brains but 'D' English. The Catholic Church

(Continued on page 33A)

Catholic Education News

(Continued from page 32A)

can use their influence; the nation can use their experience in the fight against Communism. ... It's a shame to waste this talent because of an accent."

Week of Life Values

The University of Colorado observed "Religion-in-Life Week," February 23-28, by requesting a series of lectures by Very Rev. Paul C. Reinert, S.J., president of St. Louis University, among other activities. Father Reinert addressed the student body, during the six days, on the following subjects: "Divinity, Destiny, and Decision"; "Are Moral Laws Man-Made or God-Made?"; "Belief in a Personal God," a seminar; "What Can a Modern Student Believe?" a seminar. Father Reinert also addressed the faculty of the University at a dinner meeting on the subject, "The Role of a University in Today's World."

Western CSPA to Meet

Invitations to participate in the 21st annual Western Catholic High School Press Convention at St. Mary's College, Calif., on April 25, have been mailed to more than 200 prep schools of the West, Hawaii, and Alaska, according to Bruce La Centra, convention chairman.

A new trophy for excellence in photography will be added this year to the list of awards annually presented at the St. Mary's convention. Talks by news writers, panel discussions, photo and newspaper exhibits will compose the all-day program.

Space Travel Courses

St. Louis University will offer a program of undergraduate study dealing with the problems of space travel, it was announced recently. The program will be offered through St. Louis University's Parks College of Aeronautical Technology.

The first step in the proposed new program will be a seminar course offered to senior students in aeronautical engineering, dealing with the latest developments in the field of rocket stability and design under the conditions of outer space. At present, the seminar will be conducted by regular members of the University faculty. However, it is planned that later in the program outstanding authorities in this new field will be brought to the campus as guest lecturers.

Catholic U. Proposed

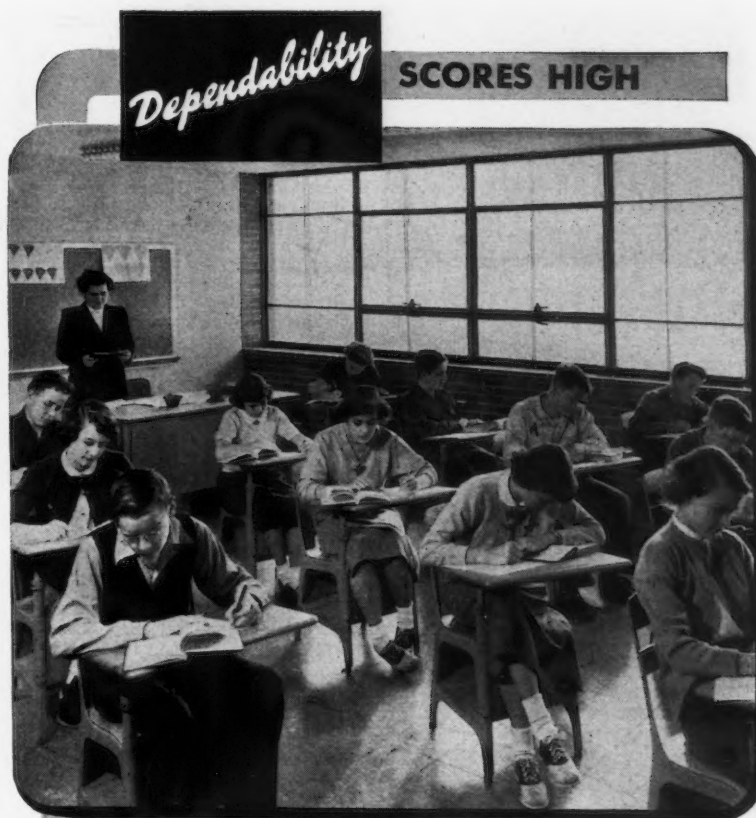
The First National Congress on Catholic Culture meeting in Guadalajara, Mex., on January 20, 1953, proposed the foundation of a Catholic University in Mexico. The congress represented the Church and all sections of the Catholic laity, and had as speakers leading Mexican churchmen.

CONVERT CLUB ORGANIZED

The realization that too many converts, having climbed the difficult steps to the Catholic faith, are abandoned on the doorstep of the Church, has prompted the formation of a study club for converts in Cincinnati, Ohio. Sister Mary Peter, Ursuline principal of St. Monica's School, Cincinnati, who has spent many years in convert instruction, is responsible for the club's organization and initiation last September.

Called the Mother of Light study club, the group meets monthly. Its purpose is to continue their study of the faith, to foster a love and

(Continued on page 34A)



Dependability

SCORES HIGH

IN BETTER SEATING BY *Arlington*

In specifications to guide their equipment purchases, school administrators wisely include requirements that insure long service life and minimum maintenance.

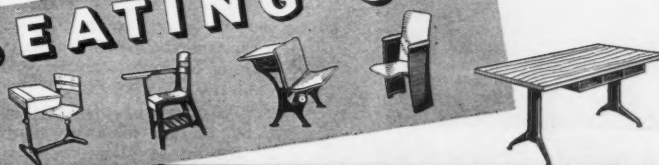
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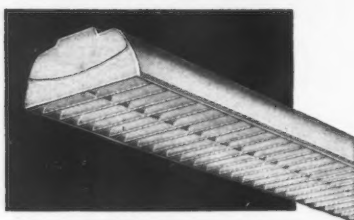
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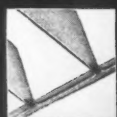


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Catholic Education News

(Continued from page 33A)

knowledge of Catholic devotions, hymns, and prayers which the instruction course cannot cover in detail, and to develop a more fervent love of God and increase their personal sanctification.

Through mutual encouragement, panel discussions, talks, films, and lectures, the members plan to follow up their basic course of instruction with deeper, more intense material. Spiritual practices have also been adopted, including an extra Mass during the week, prayers for the particular intentions of the members, and the daily recitation of the Angelus.

Under Sister Mary Peter's guidance, the group has grown from 26 last September to 45 members at present.

RELIGIOUS ORDERS

Centennial Observed

The School Sisters de Notre Dame opened their jubilee celebration, on February 15, 1953, commemorating the 100th anniversary of the founding of their Order in Hirschau, Czechoslovakia, by the Rev. Gabriel Schneider. A series of events climaxed by a Pontifical High Mass on August 15 will mark the occasion. In America, the Congregation has given 43 years of service to the youth of the Middle West.

A Felician Jubilee

The Felician Sisters in the U. S. and Canada are observing the 50th anniversary of the death of Rev. Joseph Dabrowski who brought their congregation to the United States in 1874.

Father Dabrowski came from Poland in 1870 and built up a flourishing parish at Polonia, Wis. The five Felician Sisters who came from Poland to teach in his school were the pioneers of the congregation which now has six provinces in the United States. Father Dabrowski died, February 15, 1903.

EDUCATIONAL TELEVISION CHANNEL

The country's first educational television station, Los Angeles channel 28, is due to start operations soon. Although the station is located in Hancock Hall on the University of Southern California campus, the university will have no control over programs. They will be contributed by various communities, including Catholic ones.

Three types of programs will be offered: from 9 a.m. to noon, and from 1 to 3 p.m. academic or school material will be televised; from 3 to 6 p.m. lighter material will be offered, including light literary matter directed to children, adult educational matter, sports and vocational instruction; from 6 p.m. till sign-off time general adult information and items on the arts will be shown.

The station has most unusual physical advantages. Alan Hancock, of the foundation which financed the station, moved his mansion, room by room, into Hancock Hall for the purpose of supplying a series of permanent sets. The marble stairways, oak paneled dining rooms, the sumptuous gilt-furnished music room with pipe organ, and the library for round-table discussions must be the envy of every commercial station in California.

Two celebrated musicians have already contacted the station, anonymously, with offers of a "History of Music" series (which has been rejected by commercial stations as too high-brow)

(Continued on page 36A)

STUDENT UNIFORMS



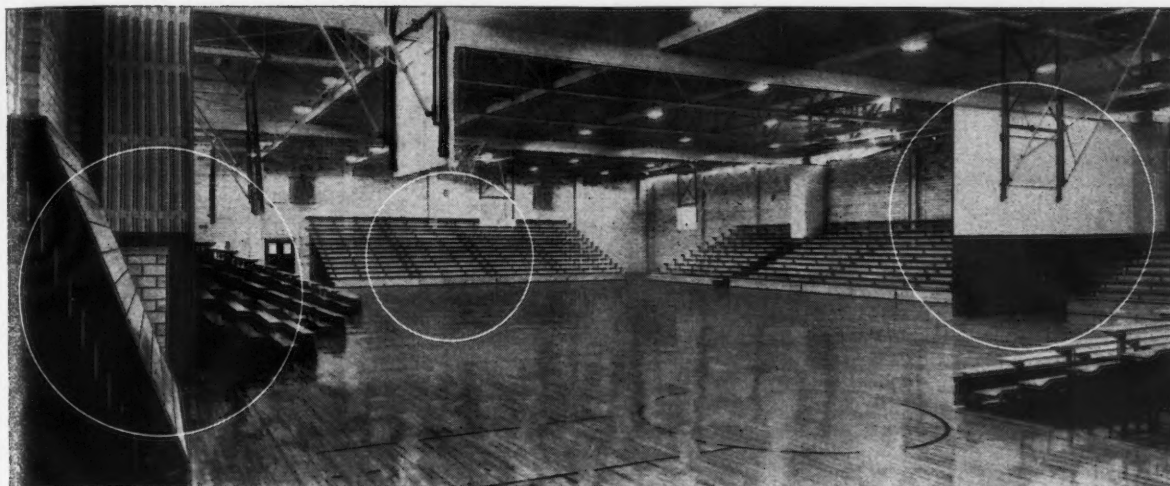
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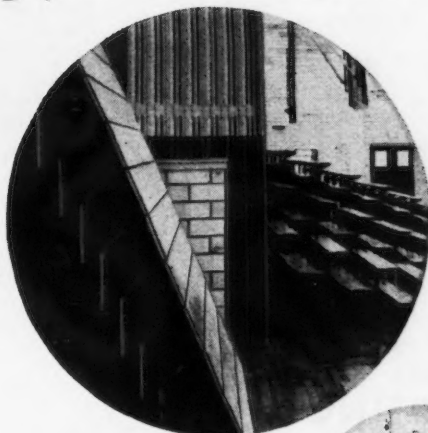
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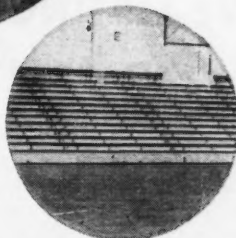
3 gyms in one make sense



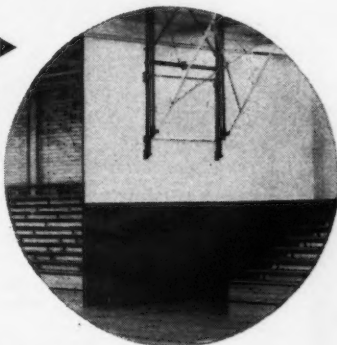
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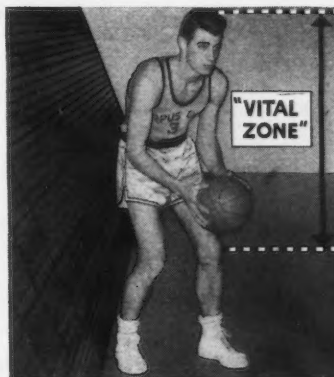
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Catholic Education News

(Continued from page 34A)

and "The Story of the Piano," told from its beginnings using old instruments to illustrate the narrative.

SCHOLARSHIPS

High School

Goucher College, Baltimore, Md., has announced a special scholarship program, a continuation of a project in early admission to college begun in 1951, by a new grant of \$72,000 from the Ford Fund for the Advancement of Education.

Under the plan young women between the ages of 15 and 16½ who have demonstrated unusual ability and social maturity may receive four-year scholarships from Goucher. Applicants must have completed the sophomore year of high school, but must not be high school graduates. Twenty such scholarships will be awarded in each of the next two years. Selection of the applicants is on the basis of written recommendations of high school authorities, academic ability, social maturity, and performance on College Board examinations. Applications for 1953-54 will be accepted until April 15, 1953.

College

The General Electric Company announced recently the expansion of its scholarships' pro-

gram to provide 100 grants of \$500 each to outstanding college juniors assisting them to complete their senior year of college.

Seventy of the scholarships for the 1953-54 school year will be for technical students and 30 for nontechnical students in business administration, marketing, manufacturing, employee relations, and public relations. Thirty students are now completing their senior years under G-E scholarships. Further details may be had by contacting: General Electric News Bureau, Schenectady 5, N. Y.

SCHOOLS RECEIVE NATIONAL AWARD

St. Rita School, Dayton, Ohio, has tied with Highland School, Omaha, Neb., as a national first prize winner in the 1952 Register and Vote Competition sponsored by the American Heritage Foundation for "the most intensive and most effective nonpartisan register and vote effort by a grammar school in the United States." The award was announced on March 5 by Charles E. Wilson, former president of the General Electric Company and chairman of the Foundation's committee of judges.

"More than 15,000 entries were received for this campaign," said C. M. Vandeburg, executive director of the Foundation.

This award to St. Rita School was made after examination of a 20-page scrapbook explaining in detail the school activities connected with the Register and Vote Campaign and how these activities were correlated with citizenship, history, English, and art. The scrapbook was arranged by members of St. Rita Civics Club. All grades in the school contributed to the scrapbook.

St. Rita School is a small parish school in

charge of the Sisters of the Precious Blood. Sister M. Rosetta is the principal.

COMING CONVENTIONS

For other conventions during April, see the March issue of the Catholic School Journal, page 38A.

Apr. 17-18. Connecticut Industrial Arts Association at Teachers College, New Britain.

Apr. 23-25. New York State Vocational & Practical Arts Association at Hotel Statler, New York City. Secretary: R. S. Knouse, New York State College for Teachers, Albany. Exhibits.

Apr. 24. Nebraska Industrial Education Association at Evans Hotel, Columbus. Secretary: Evan Boiler, 1200 N. 44th St., Lincoln. Exhibits: Mayard Envick, Kearney Public Schools, Kearney.

Apr. 30-May 3. American Industrial Arts Association at Statler Hotel, Detroit. Secretary: D. Arthur Bricker, 216 E. 9th St., Cincinnati 2, Ohio. Exhibits: Ely Van Hart, Board of Education, Elizabeth, N. J.

Apr. 30-May 3. Associated Business Publications at The Homestead, Hot Springs, Va. President: William K. Beard, Jr., 205 E. 42nd St., New York 17. No exhibits.

May 2-3. North Carolina Catholic Laymen's Association at Hotel Goldsboro, Goldsboro, N. C. Secretary: Charles A. Field, 1827 White Oak Rd., Raleigh, N. C. Exhibits.

May 3-6. National Catholic Music Educators Association at Biltmore Hotel, Atlanta, Ga. Secretary: Sr. M. Herbert, O.S.F., 1785

(Concluded on page 45A)

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The Holy Childhood in China

*Sister St. Simon, O.S.U.**

ANNOUNCER: The name of our play is The Holy Childhood in China. The scene is a Catholic orphanage, somewhere in China, before the Communists came. The characters are: Sister Lucy, who takes care of the big

*St. Thomas Aquinas Convent, Toledo, Ohio.

girls; four Christian girls who live at the orphanage: Marie and Theresa who are sisters, and Christina and Agnes; a little pagan orphan: Lia San and her baby brother who is played by a doll. We hope that our play will make you think more about the missions and

help them by your prayers and sacrifices. The play begins at the end of the afternoon study hour.

[Sister Lucy sits at her desk working at papers. The four girls are at a table studying. Sister Lucy taps a bell and she and the girls rise.]

SISTER LUCY: Praised be Jesus Christ.

GIRLS: Now and forever. Amen.

SISTER: You may put away your lessons now, girls, and get the table ready for supper.

MARIE: Oh, thank you, Sister Lucy. I'm getting hungry.

THERESA: Do you remember when we were always hungry, Marie?

MARIE: Oh, yes, before we came to the Mission of St. Agnes. I am glad that we came here when our mother and father died.

AGNES: I am glad that I came here, too. In our village none of the little girls learned to read and write, and you give us such lovely, lovely books, Sister.

CHRISTINA: In our village no one knew about the true God either. If we had not come to the mission we could not have been baptized and we would not be children of God.

AGNES: Then we could never make our first Holy Communion.

CHRISTINA: Oh, we are glad that you found us, Sister Lucy, when all our people died in the famine.

SISTER: I am glad, too, that you are all God's children. But come, now, fix the table. We shall have rice and tea for supper.

[Girls put books on shelf, cover table with a bright cloth and put bowls and spoons on it during the following dialogue.]

MARIE: I shall fix Little Jesus' chair. Do you think He will send someone to sit here tonight, Sister?

SISTER: We shall see. Now let us say our Holy Childhood prayer and let us remember to pray for the children in America who have helped us so much.

[All say the Hail Mary, then "Holy Virgin Mary, pray for us and for the poor pagan children, Dear Jesus, please bless all the children who help the missions." A knock sounds at the door as the prayers are finished. Theresa answers the door.]

THERESA: Come in. [Lia San enters with her brother in her arms.]

LIA SAN: A Lady said that you would help me. My little brother is very sick and I am so cold and hungry.

SISTER: Come and sit down, child. Let me see your little brother. What is your name? Have you no father or mother?

[Sister seats Lia San on a chair and takes the baby from her.]

LIA SAN: My name is Lia San. Our father died in the war and our mother was killed when bombs hit our village.

(Continued on page 41A)



Reduced towel costs \$300 per year ... yet improved quality of service

A Pennsylvania school system with an enrollment of 4,000 pupils switched to MOSINEE Turn-Towel service and showed a saving of \$300 in the cost of towel service in one year.

The drying capacity of Mosinee Turn-Towels improved the quality of service, and the "Controlled-Type" Turn-Towel dispenser provided the cut in towel consumption to produce these savings.

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You can rely on PORTER for the basic units you need for your playground . . .



No. 136 Stratosphere See-Saw
Sensationally new. Gives "ups-a-daisy" ride 33 1/3% higher than conventional see-saw, but with greater safety.



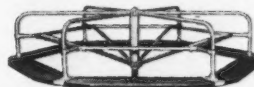
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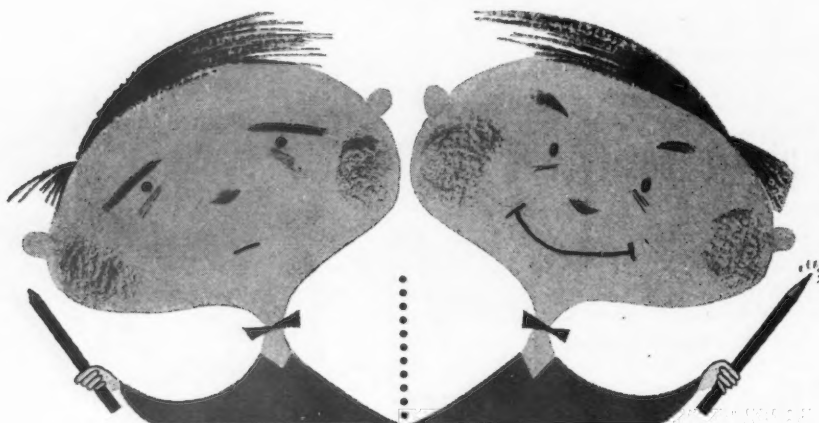


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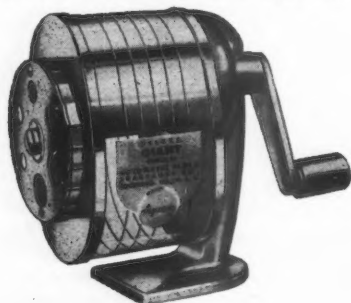
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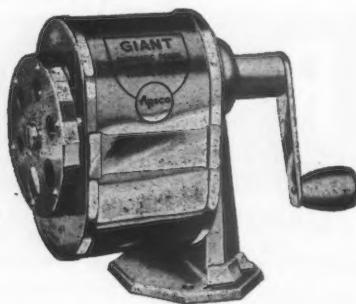
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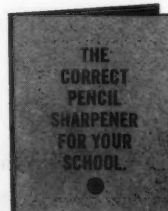
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Rockford, Illinois Toronto, Canada

Holy Childhood

(Continued from page 38A)

SISTER: Your little brother is very, very sick. Was he ever baptized?

LIA SAN: I don't know baptized, Lady.

SISTER: I think we should baptize him right away. Marie, please bring some water. Theresa, hold the baby. You may be godmother.

THERESA: Shall we name him after Father Thomas, Sister?

SISTER: I think we shall, Theresa.

MARIE: Here is water, Sister.

SISTER: Hold the baby here, Theresa, so I can pour the water on his head. Now . . . I baptize thee, Thomas, in the name of the Father and of the Son and of the Holy Ghost. [She takes the baby from Theresa.] Now I will take him to Sister Mary Anna and ask her to take care of him and give him some medicine. Sit down, girls, and talk to Lia San. I will be back in a few minutes. [She goes out with the baby.]

AGNES: Lia San, you will sit here in the Little Jesus' chair. We always keep it fixed for Him and sometimes He sends someone to sit there in His place, just as He has sent you.

LIA SAN: But it was a Lady who sent me.

CHRISTINA: Jesus told her to send you then. I came last Christmas.

AGNES: And I came in May.

THERESA: Tomorrow we shall fix a place for you, Lia San. Then Little Jesus' place will be waiting for someone else.

CHRISTINA: Here we all have food, Lia San, and beds to sleep in, and the Sisters teach us how to read.

MARIE: The Sisters and Father Thomas teach us about the true God, too. When you have learned your catechism you can be baptized and be a child of God like your little brother is now. Babies don't have to learn catechism to be baptized, especially when they are sick.

LIA SAN: Oh, I am glad the Lady told me to come here. What is this place?

THERESA: It is called the Mission of St. Agnes.

LIA SAN: But how can the Sister Lady buy rice for everyone? Is she rich?

THERESA: No, Lia San. But all over the world children who belong to the Holy Childhood and their fathers and mothers, too, pray and give money to help the missions.

CHRISTINA: We belong to the Holy Childhood, too. We have no money to give but we pray to God and he takes care of the missions and brings people here who need help, just as He brought you.

LIA SAN: But it was a Lady who brought me here — a beautiful Lady!

AGNES: Come, Lia San, we shall teach you the prayer to our Lady Queen of the Missions. See here is her statue.

LIA SAN: Oh, it is just like the Lady who told me to come here. I should like to pray to her.

[The girls form a group before the statue and repeat the prayers. Sister Lucy enters as they are praying.]

SISTER: So you are bringing Lia San into the Holy Childhood already! That is good, for our Holy Father wants all children to belong to the Holy Childhood. . . . Come, now, let us say our grace and have supper.

[Sister and girls group around table and say Grace before Meals as the curtain closes.]

DIRECTIONS FOR STAGING

There should be a small desk for Sister Lucy at the side opposite the door for en-

tering. A small bell and some books or papers are on the desk. The table for the girls should be at center front. Books or other school work should be on the table at the beginning. Besides the chairs for Sister and the girls, there should be an extra chair with a white ribbon bow or other distinguishing mark for the Christ Child's chair. At the back of the stage there should be a table or shelf on which are the cloth, bowls, and spoons (or chopsticks) to be used in setting the table. At the back center there is a statue of Our Lady.

It is well to give each girl a definite thing to do in the clearing and setting of the table. If the table is placed at an angle there will be

(Concluded on page 42A)

➤ creative stimulus



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Holy Childhood

(Concluded from page 41A)

less danger of the children talking with their backs to the audience.

Sister Lucy's costume represents a religious habit. The girls wear any rather long, loose garment. A wide sash and bow, which can be made of crepe paper, gives an oriental effect to their costumes. They may also have ribbon or paper rosettes in their hair. Lia San must

have a more drab costume than the others. A small shell or dish, with a larger one for catching the water, must be provided for the baptism.

The front of a classroom may be used as a stage. In this case the characters enter and stand beside the announcer as they are named. They then bow and go to their places for the opening. The four girls who are to be at the table may be announced as a group. Lia San is announced separately and goes to the place from which she is to enter. She may carry the doll wrapped in a drab colored scarf.

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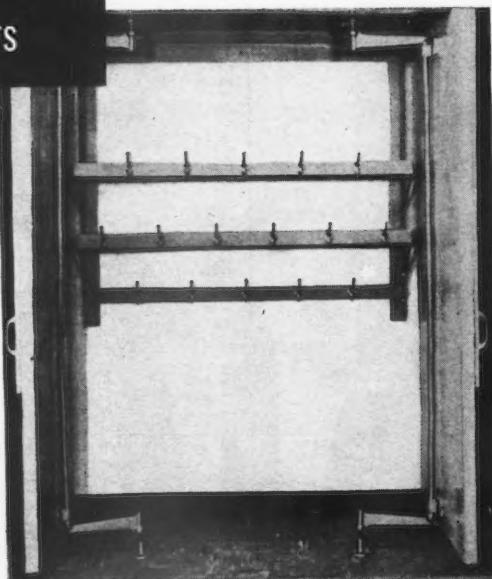
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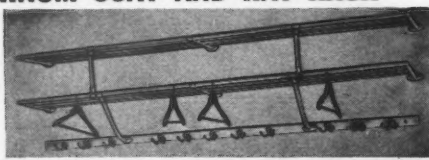
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Religion must be restored to intellectual responsibility. . . . The problem ultimately for society is not whether or not you or I think that there is or is not a God, but what the facts of the case are. . . . If there is a God and I am ignorant of Him, I will pay the price of my ignorance and society will pay the price — unhappiness and eventual degradation. Our problem is to make a serious intellectual study of the facts of the case.

Religiously, we Americans are an ignorant people. In this regard, we have forsaken our heritage. Ultimately human dignity and human freedom is based upon religious knowledge. There are laws of reality and they work independently of our knowledge of them. If we give up God, we have released a real atomic bomb on society — pseudo-educated men without restriction or responsibility. . . .

A religion in order to influence a life must be based on knowledge, and men can come to a knowledge of God and religion only by a profound and thorough study of the subject. People have given up religion and a belief in God because men ceased to study these subjects — philosophically and theologically and historically.

For such people, religion has become a matter of personal feeling or emotion or sentiment, and ceased to be intellectually respectable. Science with its strictly experimental methods took the place of religion. We are paying the price of our mistake.

The civilization of the Middle Ages disintegrated because an effort was made to solve the problems of science by theological methods. Our modern age will collapse if it continues endeavoring to solve the problems of religion by the scientific method. One superstition is as bad as another. . . .

Where belief in a personal God became a matter of feeling or sentiment as it did in many evangelical religions, men ceased to believe in a God. Man cannot live by sentiment and feeling, but he must live by knowledge and intellectual convictions. — *Very Rev. Paul C. Reinert, S.J.*, in an address at the University of Colorado.

WE NEED SCHOLARS

Dr. James M. O'Neill, author of *Catholicism and American Freedom*, in a recent address, urged Catholic teachers to encourage their students to become scholars. He said that Catholic scholars in this country are not "in anything like the proportion of our numbers to the total population." He said that the scarcity of Catholics on the faculties of state universities is not due to prejudice against Catholic teachers.

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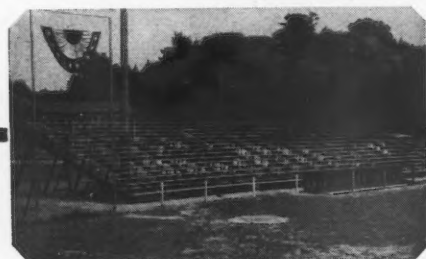
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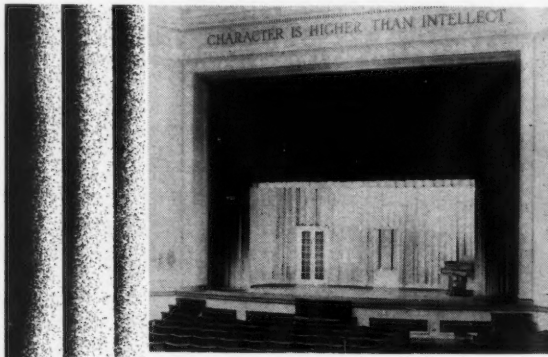


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(Concluded on page 36A)

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May 6-9. Catholic Press Association at Hotel Dennis, Atlantic City, N. J.

May 7-9. Louisiana Library Association at Jung Hotel, New Orleans. Secretary: Ruth Clark, Lake Charles High School, Lake Charles. Exhibits.

New Books

(Concluded from page 28A)

The World Turned Upside Down

By Emma L. Patterson. Cloth, 281 pp., \$3. Longmans, Green and Co., Inc., New York 3, N. Y.

Dirk Hollenbeck, an 18-year-old farm hand working on a large Tory estate in upper New York, finds his world turned upside down by the Revolutionary War. The sole support of his young sister and brother, Dirk discovers that he is torn between a growing belief in the equality of all man and a debt of honor to the loyalist master of the estate, who gave Dirk and his young brother and sister aid after the death of their father and mother some years before Independence was declared. In addition, Dirk finds that his growing feeling for Ellen, daughter of his master, divides his loyalty even further.

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Here Comes Mrs. Goose

By Miriam Clark Potter. Cloth, 152 pp., \$2.65. J. B. Lippincott Co., Philadelphia 5, Pa.

Mrs. Goose flits through a series of little adventures, all related with the type of humor which small children enjoy so much. Other colorful characters such as the Pop-Rabbits, Mr. Pig, and Old Lady Owl dot the pages of the little stories, contributing to the atmosphere of the wonderful animal world so popular with young children. *Here Comes Mrs. Goose* is directed to children in the primary grades.

Grand Tour and Other Poems

By Mary F. Lindsley. Cloth, 128 pp., \$4.75. Philosophical Library, New York 16, N. Y.

It's Your Hospital and Your Life!

Public Affairs Pamphlet No. 187. By Lucy Freeman. Paper, 25 cents. Public Affairs Committee, Inc., New York 16, N. Y.

P. J. Kenedy Elects Officers

At a recent meeting of the board of directors of P. J. Kenedy & Sons, Louis Kenedy, formerly president, was elected chairman of the board and Arthur Reid Kenedy was chosen to succeed to the presidency. John Kenedy continues as vice-president-treasurer and Thomas B. Kenedy as vice-president-secretary.

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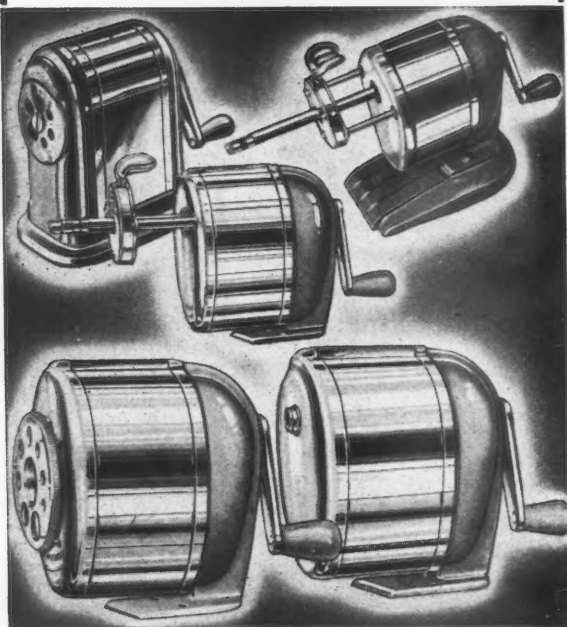
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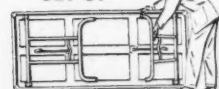
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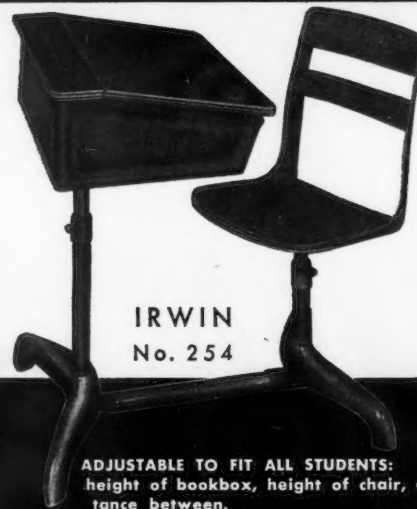


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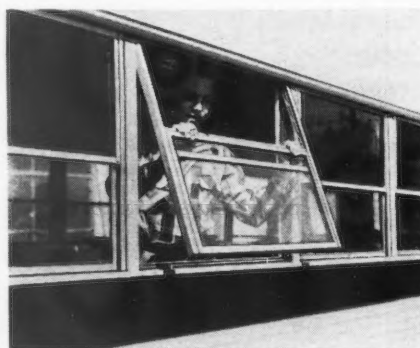
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(For Convenience Circle Index Code 010)

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(For Convenience Circle Index Code 012)

(Continued on page 50A)

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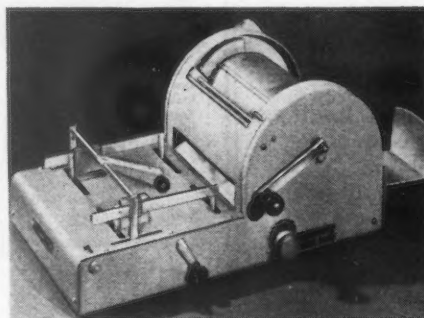
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New Supplies

(Continued from page 48A)

New Budget-Priced Duplicator Available

Designed for fast and accurate copymaking at low cost, a new Rex-O-Graph crest Model C Spirit-Type Duplicator has recently been developed by Rex-O-Graph, Inc., Milwaukee, Wis. Some of the achievements claimed for the Model C are hairline registration, ability to handle all weights of paper from air mail tissue to card stock in sizes from post card



NEW MODEL C

to 9 by 14 inches, requiring only 1/8-inch striping margin. Anything typed, written, or drawn can be copied in as many as five colors from one master.

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Further information on the new model may be obtained by writing: Rex-O-Graph, Inc., Section C.S.J., 7874 W. Hicks Street, Milwaukee 14, Wis.

(For Convenience Circle Index Code 013)

New Copy Camera Mobile, Speedy

A new, dual-purpose, mobile camera makes a permanent record of up to 720 documents or cards per hour on a continuous roll of photocopy paper. The camera, known as the "Tupper-Peerless Copy Camera," has been developed by Peerless Photo Products, Inc., Shoreham, Long Island, N. Y.

This new photocopy equipment photographs one side of letters and documents (8 1/2 by 11 inches, and 8 1/2 by 14 inches) and both sides of file cards (5 by 8 inches), together with a 1 by 8-inch identification strip. The entire cycle of operation is only 5 seconds. The camera is mounted on a rubber-tired truck with handles and 50 feet of cable so that it is easily transportable, an advantage when copying valuable material right at the files. It is housed in a cabinet of heavy sheet aluminum; its size is 18 by 50 by 52 inches high. All edges are finished with rounded aluminum molding.

(Continued on page 52A)

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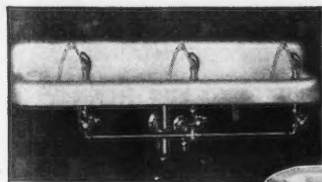
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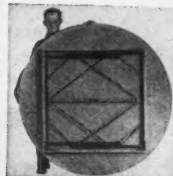
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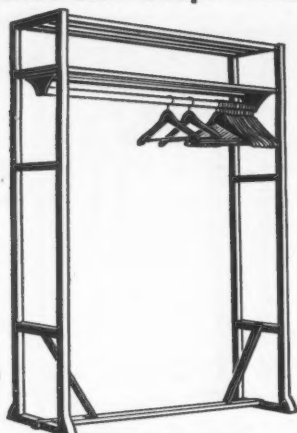
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New Supplies

(Continued from page 50A)

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(For Convenience Circle Index Code 014)

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INSURES GOOD POSTURE

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For further information write: Royal Metal Manufacturing Co., Section C.S.J., 221 N. La Salle St., Chicago 1, Ill.

(For Convenience Circle Index Code 015)

Continental Press Offers Master Workbooks Series

The Continental Press announces a series of 56 new Master Workbooks which enable the teacher to make reproductions of teaching

(Continued on page 54A)

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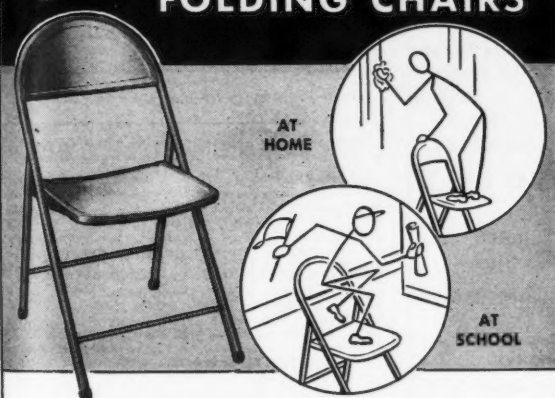
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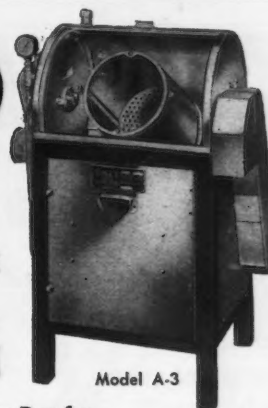
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(Continued from page 52A)

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(For Convenience Circle Index Code 016)

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Harnett, G. P. Putnam's Sons, \$2.50.

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April, 1953

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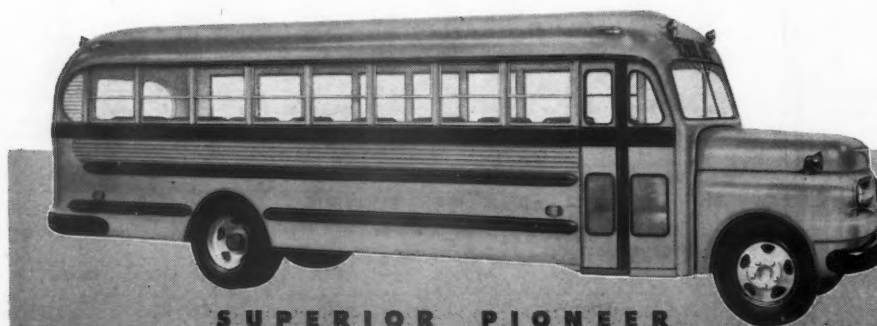
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Here is a high school text in World History — Beginning with the dawn of civilization and ending with the 1952 Presidential campaign — which was written specifically to make history more meaningful in the lives of youth.

As its title hints, it has an educational purpose beyond mere knowledge, and considers history not only as history, but in its larger significance as a record of man's struggle for human rights.

Throughout the book, youth is challenged to be worthy of that struggle and shown how human rights, based on the natural law and Christian principles, have developed through the years.

Because world history is such a big subject for young minds, the authors have sought to simplify as much as possible, dividing the book into 18 clear-cut units and providing a battery of teaching and study aids seldom equalled even in today's attractive texts.

Such illustrative devices as "time lines" are freely used to show the interrelationship of development in various areas of the



— New York Times

WORLD HISTORY FOR A BETTER WORLD is dedicated to the young people of America, in the hope that through a sincere attempt to understand man's successes and failures in the past, they may help to create a better world for the future; a world in which man may enjoy human rights which he has so long sought.

world. Photographs, maps, and drawings — many of them specially prepared for this text — add to the visual impact.

Contemporary issues are clearly linked to the past and significant parts of the world such as the Orient, South America, and Africa, are given full coverage in view of their growing importance in history still to be made.

All in all, **WORLD HISTORY FOR A BETTER WORLD** is a most successful attempt to provide what is missing in most world history texts and what is most needed in the teaching of world history today.

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